

THE
Juvenile Instructor

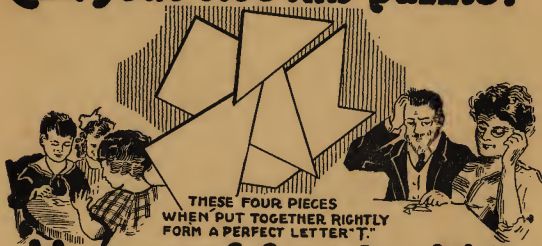
VOL. 55

SEPTEMBER, 1920

NO. 9



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Salt Lake, Utah

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SAY THAT YOU SAW IT IN THE JUVENILE INSTRUCTOR

Why Won't You Play With Me?

Bertha A. Kleinman

The days must be far away, Daddy,
Ever so far away,
Since you were a boy like me, Daddy,
And knew what it was to play.
Sometimes I wonder and worry some,
Why you'd rather be quiet and oh, so glum,
When I ask you to play with me.

There's grey in the strands of your hair, Daddy,
And sometimes it makes me blue,
To see the lines in your face, Daddy,
That won't let the smiles come through.
You worry and work all day so hard,
When there's so many games in our own back-yard,
If you only would play with me.

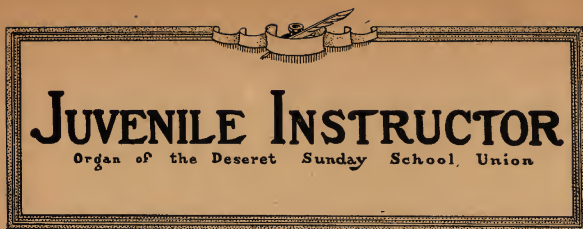
I'd like to rumple your hair, Daddy,
And over your shoulder climb,
With never a thought for your clothes, Daddy,
And never a care for mine,
But you tell me it's time to be off to bed,
When there's such a good time to be had instead,
If you only would play with me.

Sometimes the games go wrong, Daddy,
That's when the boys aren't fair,
And if only you were along, Daddy,
Things would be fine and square,
When the big boys laugh and bully me, too,
And they make me cry—oh, I'd rather have you,
If you only would play with me.

If I could be big like you, Daddy,
Ever so big and tall,
And you were a lad like me, Daddy,
It shouldn't matter at all,
If the big boys tease as they always do,
I'd stay right close and I'd fight for you—
Then maybe you'd play with me.



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18,000 officers and men at Camp Dodge, Des Moines, Iowa.



JUVENILE INSTRUCTOR

Organ of the Deseret Sunday School Union

Vol. 55.

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Clinton's Complaint

By William Henry Peterson

"Sunday School is a good place to go, but—" Clinton Bradley, the speaker, looked at his teacher and stopped. He had a fault to find with going to Sunday School, but on second thought he decided not to express it.

W. A. Watson, the class instructor and an ardent student of human nature, saw a problem in the boy's half-finished statement, and he decided to solve it. He understood his work as a teacher and was loved and respected by his students. Having finished the lesson for the day, he placed his text on the table at the head of the class, and put away his spectacles.

"I have asked you," he said, "in the few moments that remain, to express yourselves as to why there are a number of young people in our ward, who do not attend Sunday School. I have asked you to speak freely and honestly. You have expressed some very good thoughts; I have made note of them; and I shall do all I can to overcome the difficulties you have suggested. The class is excused."

As the students passed down the stairs to the general assembly, Instructor Watson managed to fall in

line with the boy who had a complaint against the Sunday School, but did not express it.

"Clinton," he said, "I would like very much to talk to you this afternoon. Can you give the time?"

"Yes sir," was the reply.

"Shall I come to your home or will you come to mine?"

"Either," answered the boy. "But I think it would be much easier for me to come to your home than for you to come to mine. I will gladly come whenever you say. Just set the time and I'll be there."

"Very well, my boy, you be at my home this afternoon at four-thirty."

By this time they were in the assembly room and there was no opportunity for further conversation.

Clinton left Sunday School wondering what Mr. Watson wanted. He did not know, but somehow he felt that his Sunday School teacher wanted to talk to him about his statement in class that morning. "I suppose," thought the boy, "that he thinks I am getting off the track. Well, I hope I'm not backsliding, as father says a man does who loses his faith. I want to go to Sunday School and do my other religious duties, but the thing that bothers me is why I can't do them and be like other people.

Now, there's Jim Sloan, the captain of the Tigers. He never goes to—"

His thoughts were interrupted by the shout of a boy in a red and white baseball suit. The boy was holding a red bat in one hand and pointing at Clinton with the other. He was Jim Sloan, captain of the Tigers, the very boy Clinton had been thinking about.

"Did you keep your clothes nice and clean?" shouted Jim from across the road, "or were the benches dusty?"

Involuntarily Clinton turned his head to look at his clothes. It took a second or two before he caught the significance of the young baseball captain's question. He checked himself, however, before the action was completed. Straightening his head he walked on as if no one had spoken to him. Slight as the movement was, it was noticed by Jim, who burst into a peal of loud laughter.

"Ho! Ho! Ho!" he laughed, "you rummy. Can't you let go yer ma's hand? Hain't you got strength in yer legs to stand alone?"

Clinton stopped. His hands were clinched and his eyes flashed as he shouted back: "Are you ashamed of your mother's hand? Can't stand alone? I'll run you a race, and you may name the distance."

"How!" shouted Jim. "I'd like to have you up to the bat, you religious bragger. I'd shoot a ball in so close tu ye holly hide, yu'd have blisters on fer a month." With this he turned and walked carelessly out the street.

Clinton was angry. He was real angry. He wanted to say something bad, but he had been taught not to swear. He wanted to do something more than that. He wanted to fight, but it was Sunday, and besides, he had his new clothes on. "Oh! I can't do this, and I mustn't do that! I feel just like a handcuffed prisoner—able to do something and can't."

That afternoon, promptly at four-thirty, Clinton Bradley and W. A.

Watson were seated in the parlor of the Watson home.

"Clinton," said Mr. Watson, "I have something to say to you, and to tell the truth, I do not know how to say it." He stopped speaking, uncertain how to proceed. A short period of silence followed. The young man did not reply, but his eyes were chuck full of curiosity.

"You started to say something in Sunday School this morning," continued Watson.

Clinton's heart sank. "I know now what he wants of me," he thought. "He wants to give me a lecturing and I'm not going to take it, not even from him. I'm not going to be made fun of for goin' to Sunday School, and then be lectured for nearly saying something he didn't like to hear."

Mr. Watson noticed the changed expression on the boy's face and he hastened to say: "Don't be afraid to tell me what you were going to say. I'm not going to criticize you. In fact, I rather admire the way you say things because you usually cut pretty close to the truth. Come, my boy, tell me what you were going to say, because I am going to ask a favor of you, which depends on it. I'm going to ask you to help me do away with this trouble you have hinted at."

"I'm afraid it can't be done away with, Mr. Watson."

"I'm sure it can, my boy. A trouble changes from a mountain to a mole-hill if attacked bravely. I am sure you and I are not cowards."

Clinton Bradley was not a coward, and when his teacher put the situation up to him in that light, he braced up and made his criticism.

"In class this morning," he said slowly and distinctly, "I was going to say that Sunday School is a good place to go, but why is it a fellow can't go to Sunday School and at the same time do what the other boys in town do?"

"In so far as other boys in town

are doing the right thing, you may do anything they are doing."

"You may think so, Mr. Watson, but that isn't the case." In this statement by Clinton there was no spirit of controversy. He was simply stating a fact as he saw it.

"You have made a very blunt statement, and I do not get your idea," said Mr. Watson, rising from his chair and walking to the window. "Give me an example."

"While I come to Sunday School, Jim Sloan and his crowd play ball; while you are teaching us not to use profanity, they are swearing blue streaks; and they've got the best ball team in town."

"Do you think playing ball during Sunday School and swearing blue streaks make efficient ball players?" asked the instructor.

The boy didn't really believe that ball playing during Sunday School or the vicious profanity that is heard on some ball grounds were things that contribute to successful ball playing. He did know that the boys who were doing those things were very good ball players.

"They are able to deliver the goods," he exclaimed, after thinking the situation over.

Mr. Watson sat down, leaned back in his chair, locked his fingers, and placed both thumbs under his chin. The boy's last statement had thrown a flood of light onto the problem he was trying to solve.

"Has your mother told you about the old coal oil lamps she used to use?" he asked thoughtfully.

"Yes," answered the boy.

"Why, do you know," continued Watson, "she and I and everybody else thought they were the best lights it was possible to think of. Today you and I don't think they are very good. In fact, we think they are very poor. The modern electric light is the finest and best light to us. I can see, my boy, you don't understand

what I am driving at. See here. You young boys who attend Sunday School are clean, alert, active, and intelligent. I have it in my mind that such boys, if properly trained and organized, could play a game of ball as far superior to what Jim Sloan and his crowd can do, as the electric light of today is ahead of the old style lamps our parents used."

"But we—we—"

"Now don't say you can't," interrupted Watson. "I know what you were going to say. You haven't any outfit. I'll help you get one. I'll help you get the best outfit that can be had. More than that, I think can help you get uniforms. What do you say, Clinton? How would you like to organize an East Ward Sunday School ball team, and show the Sloan bunch that you are not afraid to stand up to the bat?"

"Oh, I'd like it," exclaimed the boy. "It's the ambition of my life. I can't stand to be made fun of because I can't play like the other boys. I you'll help us, we'll practice and practice. I think—that is—Mr. Hollings, who lives next door to us, has been playing catch with me and he told father that I could throw fine for a youngster."

"I've heard Mr. Hollings say that very thing, myself. I believe if you will work and do as I tell you—maybe you don't know it, but I have been an old ball pitcher—you'll be as good a pitcher as Jim Sloan and maybe better."

"A pitcher!" exclaimed the boy, "and you'll help us?"

"That's the idea. If it's agreeable. I'll act as coach and you may elect your captain."

For the next two hours instructor and pupil talked over their little plan as intimately and warm-heartedly as ever father and son conversed on any question, no matter how serious.

As Clinton was leaving the house

Watson said: "It will be lots of work, Clinton, and we may make many blunders, but we'll win, I know we will."

"Brother Watson," said the boy, "you make me ashamed of what I was about to say in class this morning. I feel like—I—well I don't know how I feel." There were tears in his eyes as he walked down the little cement walk which led from Watson's house to his gate.

For the boys as well as for their teacher, the next two weeks were busy ones. This teacher, however, who not only understood the lives of the boys, but was willing to give of his time, money, and talent to solve their problem, was the busiest of them all. There were bats, balls, gloves, and most expensive of all, suits to buy. How was he to raise the money? It was a big problem. Arranging for practices was no easy matter because some of the parents would not let their boys go. The boys were willing to do their part and they worked with a will. Before going to work in the morning and after coming from work in the evening, Clinton Bradley could be seen in his back yard, throwing a baseball against an old quilt, which he had hung on the clothes line.

Watson soon found that he had someone else besides the boys to deal with. They were enthusiastic but their enthusiasm was not shown by many of the parents. He tried working through the boys to the parents, but with little or no success. Finally he hit upon a scheme. By co-operating with the Bishop of the ward he arranged for a meeting to which all the parents were invited. By making a number of personal visits, and by using the phone, practically every parent immediately concerned was induced to attend the meeting. Most of the parents knew why they had been called together, but very few of them could see any necessity for it. Many of them thought it was all right

for boys to play ball once in a while but they couldn't see that it was so important that a meeting of the parents should be called to discuss it.

In spite of the fact that there was a great diversity of opinion at the beginning of the meeting, all present were of one mind at its close. After Watson had presented the boys' case in a clear, sensible, forceful way, there was not a person present who opposed doing as he suggested. According to the plan he presented, the boys were to be given two evenings a week and also Saturday afternoon for recreation. He also suggested that contributions be made so that equipment and suits could be bought for the boys. The result was that within ten days the Sunday School boys of the East Ward were playing ball in uniforms.

Watson's plan progressed nicely. The parents contributed cheerfully because they felt they were spending their money for a good cause. The boys practiced with as much vim as good, strong, wide awake, appreciative boys could do. "Watson," the people said, "was acting like a two-year-old kid."

"Here comes the coach," cried Allen Sorensen, Clinton's catcher. "Let's give him three cheers."

The boys were cheering and waving their hats as Watson stepped from his car.

"You are all on time," he said briskly. "Let me see, how long is it since we began practicing?"

"Six weeks," responded Clinton.

"Six weeks of good hard practice," said the coach slowly. "What do you think, Clinton? Don't you think we could give the Sloan bunch a game?"

"That's for you to say, coach," replied Clinton. "We're raving to go, aren't we, boys?"

"Sure Mike, bet your life, you said something," came from the anxious group.

"Good," said Watson. "Let's write them a challenge."

The challenge was written, sent, and accepted. Arrangements were made for the game to be played the following Saturday afternoon.

A considerable crowd gathered at the Madsen Ball Park, Saturday afternoon, to see the ball game which was to be played between the Tigers and the East Ward Sunday School ball team. Mr. Watson drove up to the ball grounds and with him was a man by the name of Zakaria Thompson from Centerville. Watson procured Thompson a favorable seat so that he could see every play during the game.

"Wal," said Thompson, "I'll watch this 'er performance an' if that thar boy is what you say, he is, I'll try to make arrangements with his dad for the loan of 'im."

"You don't need to take my word, Mr. Thompson. I brought you out here so that you may see for yourself."

"I'm from Missouri," said Thompson, pushing his hat back and folding his arms.

"That's the young chap in the pitcher's box, ain't it?"

"Yes, that is Clinton Bradley in the box. Keep an eye on him."

Clinton Bradley stood in the box ready to pitch his first game. "If I don't make good, it won't be because I haven't worked," he thought. He was excited and nervous at first, but as the game progressed he settled down to first class work.

The game proceeded evenly up to the end of the seventh inning. At the beginning of the eighth, the score stood 7 to 9 in favor of the Tigers. Clinton worked and sweat. Although he didn't think he was pitching as he thought, the fact of the matter was that he had struck out six men, and people in the crowd were praising him in all quarters. Several times during the game, when Clinton fanned a man,

old Thompson's "at a boy, Clint," would ring out, clear and resonant.

In the eighth inning the East Ward Sunday School made two runs. This tied the score. In the first half of the ninth Clinton fanned the first man up. The second hit a long fly and made second. The third hit a liner into the infield, was put out on first, but the man on second made third. There were now two men down, a man on third and Jim Sloan at the bat.

Clinton fully realized the situation. He knew Jim was a good batter. There was the man on third. If Jim hit the ball safe he would go home, and that would put the Tigers ahead. Critical as the situation was, he held his head and played ball. His first throw was a ball; the next was a strike, but Jim fowled it; the third was a strike, but Jim let it pass; the fourth was a ball, but the fifth came quick as a flash over home plate. Jim hit with all his might, but there lay the ball, safe in the catcher's glove. He had struck out.

Jim walked dejectedly into the pitcher's box. He stared at the ground as Clinton passed.

Clinton and his team were wild with excitement. If they could only score! Their first man got to first base on balls; the second struck out; the third hit a two-bagger, which brought the man on first to third. Clinton came up next. He made a sacrifice hit, was put out on first, but the man on third scored. The next man up, struck out, but what did that matter? The game was won, 10 to 9.

"He'll do," shouted Thompson. "I can use him. He's great!"

"You won the game, Clinton, and made a hit," said Watson, proudly. "I congratulate you."

"Thanks, Brother Watson," said Clinton, struggling with his emotions. "And the beauty of it is, we didn't have to play on Sunday or swear to do it."

The Swallow

*By Geo. H. Maughan, Instructor in Biology, Ricks Normal College,
Rexburg, Ida.*

There came, to make a home near mine, a sweet pair of swallows. I remembered when I first noticed them that bright May day that they had had a nest in the barn the year before, and remains of old nests from years back told me that swallows had long been regular visitors. This very pair had made it a home each summer of their lives. They had been hatched and raised there. I thought, as I watched them, that this place which I called my home they also felt was theirs. It furnished them a warm, dry, comfortable house and a good quiet wholesome place to raise their children. It provided, with their industry, abundant food for themselves and family. This was as much as I could possibly get from it for myself and mine.

I wondered if the Creator considered me any more the owner of that place than He did those little birds. I am sure He did not expect me to keep it all to myself and drive them away.

I watched that happy little pair of God's creatures select the place for the new house. Then I saw them carrying loads of fine mud which they found and prepared on the edge of the pond some distance away. I observed the walls of the nest grow day by day and saw that it was put together with great care and skill. They were out early in the mornings and often I heard them discussing the plans of their house and the excellence of its appearance. They did much talking about something both at the pond and in the barn.

When the outside of the nest was furnished they lined it with fine straws, horse hair and string, all of which were cemented into the walls and made them strong and tough. They put into it also a soft warm

lining of feathers and yarn and then it was finished. And they were very happy. I am sure they were for I watched them in their joyous flight and heard them sing their swallow songs all day.

Soon there was a delicate little egg in the nest and within a few days several more like it and then much of the chatter and warble ceased and I seldom saw both of the birds flying together. They had settled down to the real work of life—the hatching and training of their children. Usually I could see one or the other of them. It was either sitting on a beam near the nest or on the telephone pole outside near the barn, or it was flying in its even graceful dips and swells rapidly but noiselessly through the garden and over meadows, and I smiled because I knew it was catching harmful moths and other insects which were causing me considerable loss. They did this in the late evenings when those troublesome cutworms and codling moths were out.

One day two boys, large boys, too, made us a short visit. They had with them a gun but left it at the buggy. We were all glad because we were uncomfortable in the presence of a gun when there was no use for it.

The boys stayed an hour and were kindly treated. In fact, we were all glad to see them. Then they went away.

Someone heard a "twenty-two" shot and went to the door. The boys were driving away and it was supposed they had shot at a can in the road.

Toward evening James found the poor little mother swallow pitifully huddling in a cow track near the fence. Her left wing was dragging. It was broken and bleeding and her side was covered with blood. She

was too sick to try hard to get away. That bullet had broken her wing near her body and it could not be mended. On the top of the telephone pole sat her poor mate silent and sad. In the barn were their five little babies cold and hungry.

We put the mother bird on the nest hoping that she might live and keep the little ones warm while the father bird brought the food; but the next

evening we found her on the ground under the nest cold and dead and the little ones were also dead and her mate had flown away.

The children cried and mama had to wipe her eyes and we all wished those boys had not come to see us. Even to this day when we speak of them we think of the poor little home they ruined and the sorrow and pain they caused.

Stepping Stones

By Newel K. Young

I.

OUR HEAVENLY FATHER'S WAY

I do not know when my faith in God began. But there is an incident of my early childhood that always seems to me like my introduction to or first acquaintance with my Father in Heaven. It happened when I was about five years old. A heavy snow, bringing with it very cold weather, had caught me barefooted.

My mother, who was working early and late, was doing all that she possibly could to provide for her four small children. But there was no way for her to get shoes for me. In response to my complaining and coaxing she said, "I cannot get you shoes. When you pray evenings and mornings ask the Lord and He will either send you shoes, or open some way for us to get them."

Twice each day during my prayer, said at mother's knee, I put the case up to our Father in Heaven. I had to wait only two or three days for a glorious answer.

My older sister, Vilate, returning from school one afternoon, came rushing into the house shouting, "Uncle Gurnsey has come! Uncle Gurnsey Brown is here!"

I scampered out to Uncle Gurnsey's wagon that had just stopped before our door, unmindful of the snow and cold and my bare feet.

"Hello! What have we here? Barefeet! A barefooted boy in all this snow! Climb up here, Kinky, (my hair was thick and curly, hence the name Kinky) and see what I have for you."

I was on the wagon by his side before you could say "Jack Robinson." He handed me—what do you think? Some of you girls have guessed shoes. And that is a good guess for a girl—but girls don't know boys. Some of you lads can beat that the very first guess. Surely! Boots! Yes, of course it was boots!

Almost breathless with joy and excitement I ran to my mother, exclaiming, "See here how good my Heavenly Father is to me. I asked Him only for shoes, and He has sent me red topped boots!"

Of course I was the jolliest and happiest kiddie in the world. I not only had the boots, but I also had a slight acquaintance with our Father in Heaven.

I now had a faint idea of the kind of Father He is to us His children. He gave me better than I asked for. Through the years since then, in health and suffering, in joy and sorrow, in peace and trouble, I have learned that that is His Way. May you come to see and know Him and always put your trust in Him where it should be placed and deeply rooted.

(To be continued)



Contributed by Daughters of the Utah Pioneers

The Unknown Benefactor

By Miriam Wells

It was like a windy ocean of mountain waves, never ending. Mountain after mountain seemed before them and behind them. As soon as they climbed to the top of one, there they found another one as steep and rocky, as cut with creeks, torrents and gulleys, as covered with underbrush and shrub oak, and decorated with the same craggy boulders and weather chiseled stone figures. The rolling and windy plains, even though the sun had baked and cracked them, seemed like soft velvety paths of grass compared with the rocks and brush beneath their worn shoes.

John was one of twelve men sent ahead by President Young, with spades and shovels, to help dig a trail through Echo Canyon for the train of camp wagons following. They had been cutting and beating aside the bushes all morning, and as they rested beneath the trees during the noon hour, John left them and rode far beyond his fellow road builders. As he made his way over the untraveled trail, the opportunities of adventure seemed open before him, his aloneness thrilled him, the side ravine called him to inspect them, winding streams beckoned him to find their source, and small natural paths invited him up the mountain sides.

Stopping his horse, he slipped from his saddle, and half started up a narrow ravine as he saw a grey wolf

scurry up the mountain, frightened from his lair. The spirit of the hunt was in his veins, and although he knew the chase was futile, just for the joy of crashing through the underbrush into the unknown he tied his horse to the bushes and started after it, leaving his gun hanging uselessly on the horn of his saddle. For quite a distance he ran, then stopped and listened. Not a sound could he hear, except the lashing of the water on the stones and the buzz of the insects around him. The wolf had completely disappeared. So, laughing softly at his own foolishness, he turned and retraced his steps. But the laugh died on his face as he reached the foot of the gully, for holding the reigns of his horse were two Indians, waiting for him to descend. It was the look on their faces that startled him more than the fact that they were there, for the malicious grin of meanness and trickery shining in their eyes gave John a momentary vision of his own scalp joining those already hanging around their belts within a short time. But the spirit of adventure was not to be quelled so easily, and his mind was quickly trying to find some way to meet the situation when a sharp rustling rattle directly behind attracted his attention. Turning quickly, he saw a horned rattle snake, coiled ready to strike, on the rock behind him. In a moment the presence of the two Indians was forgotten, and he made one sudden and impetuous rush towards the snake, not realizing his danger in his

daring. His strong brown fingers closed over the back of its neck, holding it securely by the throat, as he pounded it over the head with a rock.

As he rose from the ground, his face moist and glowing with his exertion, he felt the hand of one of the Indians touch his shoulder. In his quick fight with the snake, he had forgotten the danger below him, and even now he seemed to have no fear. It may have been the effect of his recent conquest, or the look in the Indians' eyes that he seemed unafraid, for instead of the former malicious grin of murder, there was only respect and admiration. As he grasped their extended hands, shaking them with the heartiness of the big out-doors, a broad grin of good fellowship and relief spread over his boyish face. Although he could not understand what they were trying to tell him, the tone

of their voices, as they pointed to the snake, seemed to say, "Heap brave man, heap brave man." Then exchanging a word or two between themselves, the two braves made for the rocks above, leaving John to the stillness. As he waved a willing hand in return to their farewell just before they disappeared over the top of the ravine, a feeling of deep thankfulness came over him, and turning to the snake, he watched its coiled and lifeless body for a moment. His touch was almost caressing as he stooped and softly patted its limp head. "Well, old boy," he said, softly, "You thought you'd take my life, didn't you? But instead of that, you saved it for me." And thoughtfully he retraced his steps to where his horse stood waiting at the bottom of the gulley.

Cave-Dwelling Fishermen

Many centuries have passed since the age of stone, when the inhabitants of many now civilized countries lived in rock-excavations, or cave-like recesses of the mountains. Even today, we find a people whose place of abode is reminiscent of that early period of stone, for their homes are built in the side of great rock acclivities, or, close against the stone itself, giving the appearance of a modernized cave home.

Snuggly set between the foothills of Serbia and those of Albania, this charming little retreat of "cave-dwelling" fishermen may be found along the shores of the quiet Lake Ochrida, which flows gently in its deep-cupped basin rimmed by slender willow trees and high walls of stone.

The houses, growing out of the rock wall as they appear to, are still quaintly artistic, with a roof of tiles sloping down from the rock wall in the rear. The tile roofing stands out

as a distinctive bit of modern construction, and is especially common among the homes of Roumania. A stony layer forms the lower part of the house, while the upper is more or less open, being protected only by loosely nailed boards, and window blinds of roughly placed slates. All the wildness of nature marks these dwellings, and jars or cans of wild plants and flowers, frequently seen in the upper windows, add a bright touch of color to the picture.

Fishing is the one great occupation of this district, and when the war swept across Europe, even this means of livelihood was taken from its people. For five long years, the fisher folk of the quiet lake shores endured the hardships that war brought, and inevitable need and poverty which followed the cessation of their fishing industry.

When the American Red Cross relief workers first came to this little



"The houses, growing out of the rock wall as they appear to be, are still quaintly artistic."

village of cave homes, dilapidated through long neglect, they found a silent, despairing people in sore need of clothing, food and medical relief. The fishermen converted their crude little fishing boat into transports, and willingly paddled the Red Cross workers up and down the lake, distributing to the villages on either

side the "God-sent gifts of the Americans."

Today, we find them back at their old occupation. And in the shade of the drooping willows, we see odd little groups of fisher-folk, gathered in front of their old-time, cave-like dwellings, busily mending and repairing their long unused nets.

Luck and Labor

Two brothers, Luck and Labor,
Quite often you will see;
Luck lies in bed and wishes
He'd find a legacy,
While Labor, strong and willing,
Arises with the sun,
And works with vim and vigor,
Till competence is won.

Luck whines about his worries,
Leaves ev'rything to chance,
Declares that fortune favors
His neighbors to advance.
Says "there's no use in tryin',
For good things he's too late,"
While Labor whistles bravely,
And shakes his fist at fate.

Which one shall be your comrade?
You have the right to say;
Who chooses well and wisely
Will never rue the day.
The men who mold the nation
Are workers ev'ry one;
They rest upon their laurels,
Because of duty done.

—Selected.



EAGLE SCOUT JACK GREEN AND STAR SCOUT WILLIAM GREEN.

Boy Scout Jamboree at London, England

By Harold H. Jenson

A distinct honor was paid Utah when Oscar A. Kirkham, field director of the Y. M. M. I. A. of the L. D. S. Church, and Scout Executive of Salt Lake Council, was chosen as the morale officer for America's delegation to

the International Boy Scout Jamboree at London, England. Mr. Kirkham's long experience in leading boys aided him in his work, and will also win a place for Utah in the world, as his personality is such that all those at-



STAR SCOUT WILLIAM GREEN AND SCOUT THOMAS GILES.

tending the Jamboree will fall in love with the Utah leader.

Utah also has two Boy Scouts attending the Jamboree, namely, Eagle Scout Reed Vetterli of Troop 35, and Eagle Scout Francis Goeltz of Troop 51. Both were chosen by the Salt

various contests in Scoutcraft, with Boy Scouts from all over the world.

The unique feature of sending the two Scouts, however, is the fact that from the sale of old newspapers and magazines by their fellow Scout members in Salt Lake, they were able to



OTHELL HOLDAWAY



OTHELL HOLDAWAY, RICHARD PAYNE

Lake Boy Scout Court of Honor as representing the highest types of Scouts in Scouthood. Both are Eagle Scouts, the highest rank obtainable, and also have passed every necessary merit test. They are both from Salt Lake City, and will participate in the

go. Every Scout worked hard to help his district collect five tons of paper, the quota for each of the city districts. D. E. Hammond, assistant Scout executive, had charge during Mr. Kirkham's absence, and aided in directing the paper cleanup campaign.

Got to be Fit

Got to be fit in body and soul for the great work of the day,
Got to be fit and fine and clean to toil in the mightier way;
Got to be captain of self and strong in the will of a purpose high,
To lead in the labor of life's best hour 'neath the glow of a stainless sky.

The body's keen strength and the blood's high zest are only a part of the scheme;
The soul and the heart must walk unscathed in the flood of the thrilling dream;
Got to be fit to face the light with your head held up to the stars,
And noble in thought and in action as well as free from the sin that mars.

Got to be true to a high ideal, and to live and to fashion your life
In a way that is fit for the grueling test of the tuned and terrible strife;
Got a way that is fit for the grueling test of the tuned and terrible strife;
Got to be true to the laws of God and master of soul and will.

—Baltimore Sun.



HOYTSTVILLE SUNDAY SCHOOL, SUMMIT STAKE

Winfred W. West, Superintendent; Robert S. Hillier, First Assistant;
Lynn Brooks, Second Assistant.



OFFICERS AND TEACHERS OF THE HOYTSTVILLE SUNDAY SCHOOL

Front row: Lelt to right, Herbert Crittenden, C. M. Malin, Lynn Brooks, 2nd Assistant; Robert S. Hillier, 1st Assistant and organist; Winfred West, Superintendent.

2nd. row: Amos Sargent, Wm. J. Brown, Frank Pace, Bishop Irwin Crittenden.

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4th. row: Lucille Farrell, Assistant Secretary; Zella Brown, Esther Brown, Librarian; Minerva Hillier, Secretary and Treasurer.

EDITORIAL THOUGHTS

JUVENILE INSTRUCTOR

Organ of the Deseret Sunday School Union

PRESIDENT HEBER J. GRANT, Editor
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SALT LAKE CITY, SEPTEMBER, 1920

Domestic Science

In this age when girls are escaping through necessity or preference, the duties and responsibilities of home life, it is doubly necessary that we as a people, should emphasize that education which makes for the home and for family life.

Every daughter should have her heart and mind inclined to those domestic duties that are the foundations of the home and family life. She should not only learn how to do, but to love to do.

There are many desirable things to learn in the school room. There are instructions given by which girls may learn to earn means for their support. That is all commendable enough. It becomes a safeguard in the cases of tragic failures in family life, and these failures are growing more numerous yearly.

In normal life cooks and nurses are in the greatest demand. Domestic science in our schools and even nursing, should be taught to every girl. If her mission in life is not thwarted, these two subjects she will need first of all. They are also more essential to her happiness, because the normal work of her life is God ordained.

The aims and objects of education should be, therefore, clearly defined and our young women should be dissuaded from imitation of men in matters of education. The girl who says: "I hope to be a wife and mother, but I hope to escape the kitchen and the sick room" is absolutely certain to meet disappointment. Her aim, her ambition, is to be well and all that God intended her to be. If she is fitting herself for the higher duties of life, she will sense their responsibilities and be freer from the pleasures and disappointing dreams of youth.

If we educate our boys and girls along the same lines and pursuits, it means a disappointment to both. Girls will not find true joy in those pursuits which belong more naturally to

men; neither will men find joy in the companionship of women who are not fitted for wifehood and motherhood by a training that belongs to these two callings.

Girls should be taught that their highest joys and ambitions can be satisfied only in the home. It is to be feared that the home is growing more and more irksome to some of our daughters, that they are not content in it and its pleasures if they can find pleasures beyond its walls.

Too many of our girls are seen in the resorts of amusements; too many are seen on the streets displaying the fancies and fashions of the age. There is fear that the better qualities of life are being substituted by all sorts of ambitions and vanities that are apparently increasing within the hearts of our womanhood. Parents should encourage more and more the training of nurses and the study of domestic science, and the beginning of this new school year should witness a renewed

interest in these two important departments of our educational system.

Arizona Temple Day

In order that every Latter-day Saint who desires to contribute to the erection of the Temple at Mesa, Arizona, Sunday, September 12th, has been set aside as "Arizona Temple Day." We request that each Bishop in the Church make arrangements by which all who desire may make these donations, and we hope each Bishop will encourage *every* member of his ward to become a donor. Further details concerning the collection of the funds, record of donors, and the manner of remitting the donations, will be given by the Presiding Bishopric, who will collect these funds.

HEBER J. GRANT,
ANTHON H. LUND,
CHARLES W. PENROSE,
First Presidency.

Serve Ye the Lord

Awake, arise, seek ye the Lord,
Aye, serve Him with your might;
His work roll on with one accord—
The cause of truth and right.

Brothers and sisters, let not sin
Your hearts and minds defile;
Go seek to save and souls to win
From every kind of guile.

Thrust in your sickle now and reap,
Lay treasures up on high;
Aye, serve the Lord now while 'tis day,
The night is drawing nigh.

Let not the sun go down upon
A day that's spent in vain.
Be up and doing, serve the Lord,
Eternal glory gain.

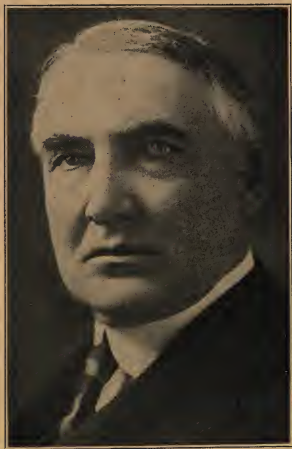
Annie G. Lauritzen,
Atascadero, Calif.

Topics of the Times

By Horace G. Whitney

THE PRESIDENTIAL CAMPAIGN

Once in every four years the noblest spectacle in the politics of the world is witnessed in the United States,



WARREN G. HARDING

when her citizens set in motion the machinery by which they choose their rulers. The initial steps in the program have been taken and the nominees of the two great parties with the platforms on which they will make their appeal for votes are now before the country. The Republican National Convention held in Chicago from June 8th to 12th nominated for President, Warren G. Harding of Ohio, United States Senator from that state;

Calvin Coolidge, Governor of Massachusetts was named for Vice-President. On July 6th the Democratic National Convention met in San Francisco and named James M. Cox, the present governor of Ohio, on the 44th ballot, and Franklin D. Roosevelt, the present Assistant Secretary of the Navy was named for Vice-President. The convention in San Francisco was the first national gathering ever held west of the Rocky Mountains.

The two conventions are specially memorable on account of the intense feeling engendered among the various candidates and for the long struggles over the platforms adopted. The



CALVIN COOLIDGE

choice of a "dark horse" by the Republicans and the elimination of such leaders as General Wood, Governor Lowden and Senator Johnson were among the surprises of the Republican convention, but as all the defeated candidates have since extended their



JAMES M. COX

congratulations to Senator Harding, the sore spots, if any existed, will probably be healed. The features of the Democratic convention were the struggle between McAdoo, Cox and Palmer and the endeavor of Wm. Jennings Bryan to amend the platform in regard to prohibition and the League of Nations. The question of prohibition was ignored by both parties, the feeling of the leaders being that the recent decisions of the Supreme Court had finally disposed of the matter.

OHIO HONORED

The naming of the two Presidential candidates from the same state, Ohio,

gives that state unique distinction and entitles her, rather than Virginia, to the name of "the mother of presidents." Virginia gave us Washington, Jefferson, Madison, Monroe and Tyler. From Ohio came Wm. Henry Harrison, Hayes, Garfield, McKinley and Taft, five presidents for each state; but which ever party is successful in the coming November election, Ohio will have the lead by one. It is a coincidence, too, that both the Republican and the Democratic nominees are newspaper owners, and that both began active life in the humble capacity of "printer's devil."



FRANKLIN D. ROOSEVELT

Senator Harding owns the *Marion City Star* and Governor Cox is proprietor of the *Dayton News* and one other paper.

The platforms of the two parties are exhaustive presentations of their beliefs and principles and will well repay careful perusal by all voters and

citizens. The probability is that the overshadowing issue as the campaign progresses, will be that contained in the two planks relative to the League of Nations. President Wilson expressed the wish that the question should be decided by the people of the country and his wish appears about to be gratified; in fact, it will not be surprising if before the campaign closes the discussions narrow down to the single question "shall the President's plan be sustained?" with the Republicans attacking and the Democrats defending the Presidential view.

COURTESY IN THE CAMPAIGN

That the contest will be conducted on more dignified grounds than usual, at least on the part of the two leading candidates, is somewhat evidenced by extracts from the newspapers conducted by the presidential rivals. The Dayton "News," Mr. Cox's paper, congratulated the Republicans on the choice of their standard bearer and paid high tribute to his ability and high standing as a citizen. The Marion "Star," Senator Harding's journal, was equally complimentary in its reference to Governor Cox and acknowledged the great service he had rendered the state of Ohio during his several terms as governor. Let it be hoped that the example thus set by the heads of the parties will be followed by their fellow campaigners all along the line.

The Socialists have a ticket headed by Eugene Debs, who is still confined in prison and who was notified of his nomination behind prison bars.

In addition to the Republican ticket, headed by Harding and Coolidge, the Democrat ticket headed by Cox and Roosevelt, and the Socialist ticket headed by Debs, two others have been placed in the field, the Farmer-Labor and the Prohibition. The first, a combination of several disgruntled elements, met in Chicago on July 12 to 15th, adopted an ultra-radical plat-

form and named Parley P. Christensen, a Salt Lake attorney, as its standard bearer. An endeavor was made to have Senator La Follette accept the position but the platform was too radical to suit him, though he has always been classed as a leader of ultra reform ideas and narrowly escaped losing his seat in the United States Senate on account of some anti-war speeches he made. As a consequence some of the strong members of the "Committee of Forty-Eight" withdrew from the convention; the Hearst following, known as the "Constitutionalists" have also refused to support it, and while Mr. Christensen announces that he will carry his campaign "from ocean to ocean," the two large party organizations apparently do not view the movement with any deep concern.

The Prohibitionists met in Chicago on July 18 to 22nd and nominated Wm. J. Bryan for President by acclamation. He promptly refused to accept and the convention then named Aaron S. Watkins of Ohio. Mr. Bryan gave as his reason for declining the honor the obligations he was under to the Democratic party, and his belief that the Prohibition cause could best be served by action within the great national parties, rather than without. Up to this time he has not announced that he would take the stump for Governor Cox. Bryan's attitude constitutes the main cloud which rests over Democratic prospects, even as the antagonism of the American Federation of Labor is the main cause of anxiety to Republican leaders.

Harding, Coolidge and Cox have now been formally notified of their nominations and each has accepted the call in an elaborate speech setting forth his views of the issues of the campaign. Mr. Roosevelt, the Democratic nominee for Vice-President has also been notified, and all the preliminaries for the great campaign are out of the way and the real fight has begun. Governor Cox has paid an offi-

cial visit to President Wilson, who said after the interview that their views were entirely in harmony.

SUICIDE OF JOACHIM

Another death in the ranks of European royalty occurred during July, when Prince Joachim, youngest of the ex-Kaiser of Germany, committed suicide at his home in Potsdam. This beautiful resort, near Berlin, built by Frederick the Great, had been assigned Joachim by the new rulers of Germany at the close of the war, and there he had passed his time living the life of a disappointed man, a roue, a reckless gambler and a plotter for the restoration of royalty. His wife had planted suit for divorce, and it is said that the dread of the scandals which the approaching trial was bound to bring out, was the immediate cause for the suicide. But little sympathy is felt, even in Germany, for anyone except the mother of the prince, whose health was already in a precarious condition.

UNHAPPY POLAND

Poland, which has been aptly termed "the home of sorrow" bids fair to justify her title.

One thinks with the deepest sympathy of what must be the emotions of Paderewski, who had retired to private life after his tremendous sacrifices, thinking that he had freed Poland from her ancient oppressors, and made her once more a nation. The great work done by the famous pianist and his associates may fall in ruins unless speedy help is extended the land of Kosciusko. Having achieved her freedom and had her boundaries greatly extended by the peace treaties, Poland was thought to be on the way to prosperity and to a new career of happiness. But her ambition to reach out for more territory and her hatred of her old oppressor, Russia, allied with the fear that she might

be struck if she didn't strike first, tempted her to make war on the Bolsheviks. Her troops at first seemed successful, but later, as she was warned by England would be the case, she saw her troops day by day retreating. The call for volunteers went out: the schools closed to allow the students to enlist and battalions of loyal women formed to defend Warsaw, the capital of Poland.

With tense and mournful interest the world followed the daily developments. That despairing country, whose brave sons were being driven back towards Warsaw, their capital, and whose appeal for help had been sent even to this country, seemed on the verge of collapse. Their vengeful enemies, the Russian Soviet hordes, threatened to take possession of the strip of land awarded Poland by the Allies, which gave them access to Dantzic and the sea. Soviet rule was established wherever the country was overrun. The people fled from Warsaw, which they feared might be occupied any day by the Russians.

The reports that Germany was secretly plotting with the victorious Russians added to the gravity of the situation. President Wilson and his cabinet held a long session to consider the Polish appeal for help, and the best opinion is that this country will take a decided stand with Great Britain and France, especially if it develops that Germany, with whom we are still at war, is seeking to enlist Russia in her aims to evade the conditions of the armistice and the treaty with the Allies. Dispatches from Washington state that President Wilson is deeply concerned over European conditions.

However, just when the world expected to hear of the fall of Warsaw, the Poles countered with such tremendous force that the "Reds" were driven back with tremendous losses in men and guns, and Warsaw was saved. The Poles repeated history, duplicating the work of the French in

the battle of the Marne, when Paris was saved. The Poles followed up their victory with such fury that even President Wilson sent out a warning that they must not go beyond the borders agreed upon by the Versailles treaty.

In discussing world affairs with his intimates, the President has taken the position that there would have been no war between Poland and Russia, or at least it would have been settled long ago had the United States ratified the peace treaty and vitalized the league to enforce peace.

"Strange that a nation which does not hesitate to make the supreme sacrifice for war, should be unwilling to make the slightest sacrifice for peace," the President is reported to have exclaimed recently, in one of his periods of dejection.

EMPRESS EUGENIE PASSES

The old saying "The paths of glory lead but to the grave," is again demonstrated in the death of the once-famous empress of the French, Eugenie, who died in Spain, her native country, on July 11th. She had reached the ripe age of ninety-four, after passing through a career full of romance, splendor, excitement and tragedy. She married Louis Napoleon, nephew of the great Bonaparte, in 1853, and with him reigned over the French for seventeen years till he and his country fell before the Prussian onslaught. Fleeing from Paris in disguise, she took refuge in England, where Victoria received her with every mark of sympathy, and where she lived all the rest of her life. She reared one son to manhood, young Louis, known as the Prince Imperial, in whom all her hopes were centered. His death in South Africa, in 1879, when he was fighting against the Zulus in the English army, crushed all her hopes and those of the Bonapartists. Eugenie, once the idol of France, seldom visited that country again,

though of late years she had been allowed by the Republic to come and go as she chose, and she passed through Paris on her way to Spain, where death overtook her. Her body was interred in England beside that of her son and her husband, who died in 1873, broken-hearted, after the Prussian triumph.

MEXICAN AFFAIRS

Since the break up of the Carranza government in Mexico, the United States has maintained a waiting attitude to give the new administration, headed by the provisional president, De la Huerta, a chance to show what it can do. Stern notice has been served on the new rulers, however, that though they will be given an opportunity to establish themselves and to hold a peaceful election, they will not be recognized until they have shown the ability and disposition to set up a stable government, and one that will recognize the rights of foreigners and give them ample protection. Thus far De la Huerta and General Obregon who stands behind him, seem anxious to cultivate the good opinion of the United States Government.

The new Mexican Government having accepted the terms of the notorious bandit, Villa, and made him a sort of exalted Chief of Police in Chihuahua, on condition that he will keep the peace, it might be thought that a reign of order in the distracted republic was somewhere near at hand, but the decision of Governor Cantu, who has long held almost supreme sway in lower California, that he would not step down to make room for the successor named by the new President of Mexico, bade fair to once more open an area of rebellion and bloodshed. Cantu enlisted troops to withstand the regulars sent out from the Mexican capital to enforce the governmental decree, but the troops sent by President De la Huerta into Lower California quickly brought him to terms.

Another question is—will the United States make a demand on Mexico that Villa be handed over to this country to answer for the raids he made across the border, when Pershing chased him far into the interior of Mexico. "Get Villa, dead or alive"—was then the order of the United States and it is not likely that Villa's offense will be forgotten, even though he has given up his role as a bandit.

AMERICA VICTORIOUS

To all who feel an interest in the noble sport of yacht racing, the news that the international cup won by this country many years ago, is still to remain in America was specially gratifying. It took five contests to settle the race between the English boat, "Shamrock IV" and the American boat "Resolute," two events being won by the former and three by the latter. It was refreshing to note that as the Resolute crossed the line which showed her the winner, the man who applauded her most lustily was Sir Thomas Lipton, owner of the British boat. His manly verdict was "it was simply a case of the best yacht's winning—but we shall try, try again."

CRISIS IN IRELAND

Events in Ireland seem rapidly hastening to a crisis. Hardly a day passes without the murder of someone in authority, and martial law prevails in many districts. Lloyd-George has again repeated with greater firmness than ever, his oft-pronounced decision that Ireland can have any sort of peaceable government it desires except that of an independent republic. He asks the Irish to dismiss that ambition as an idle dream, and urges them to agree among themselves, warning them that whatever they do must be done quickly. But the Irish absolutely refuse to come together. The south, largely Catholic, and the

heavy majority of the nation, will have nothing but independence; the north, the minority, largely Protestant, wants no independence that will put them under Catholic control. Each detests the other, and both hate England. Archbishop Mannix, the head of the Catholic Church in Australia, and who recently visited this city, is now in England, having been denied admittance to Ireland, where he had expected to take a prominent part in supporting the aims of the nationalists.

SOME NOTABLE ANNIVERSARIES.

A recent writer says, "Perhaps in the centuries to come, history will be reduced to such a tabloid form that the schoolboy of the year 2200 can be reasonably expected to remember only three dates in the whole crowded calendar of America's greatest wars. Two of them should be April 6, 1917, when the United States entered the great war, and November 11, 1918, the date the armistice was signed. The third must be July 18, 1918. For on that day above all days the world was made unsafe for imperial Germany."

It was on July 18, 1918, that the blow was struck by the American forces which turned the tide of the war. Up to that time the German descent on Paris had gone on steadily and disastrously to the Allies. Then Pershing turned his boys loose, and the smash against the foe that was to continue for 115 days and end in victory was set in victorious motion.

JAPANESE-AMERICAN DISAGREEMENTS.

Thoughtful observers view with deepening concern the evidences that Japan and the United States are apparently drawing apart instead of coming together. Japan resents the hostility of California, where it is shown that the best agricultural lands are falling into the possession of Japanese owners. The recent census shows

that in ten years the Japanese in that one state increased 100 percent, from 40,000 to 80,000. A congressional committee is now on the coast, making investigations. Recently the United States has lodged a protest against the Japanese occupation of Saghalien, an island owned by Russia, and the Japs have endeavored to justify their course on the ground of war necessity. The outcome is as yet uncertain.

RESIGNATION OF SALT LAKE'S MAYOR

A sad occurrence of the past month in Salt Lake City was the startling confession of the Mayor of the city, Mr. E. A. Bock, that during his incumbency as deputy auditor several years ago he had misappropriated city funds to the extent of \$10,000. The confession was made when an audit of the accounts about to be undertaken, rendered further concealment impossible. The Mayor resigned from office and complaints charging him with embezzlement and forgery on 68 counts have been filed against him. Commissioner C. Clarence Neslen was chosen as the Mayor while Arthur F. Barnes, of the Third Precinct was named to fill the vacancy in the Commissionship.

Defalcations, or other betrayals of trust by public officials have been so rare in the history of Utah communities, that this instance has created a deeply painful sensation. It is to be hoped that the sad results which must follow will serve as a warning and teach a powerful lesson to all in every walk of life, who may be tempted to swerve from the paths of rectitude.

THE CENSUS

According to the estimate of the Census Bureau, the population of the continental United States is 105,000,000. This would mean an increase of 13,000,000 in the last ten years. The

growth between 1900 and 1910 was 16,000,000.

The falling back is easily explained. The war stopped immigration. Our own participation in it resulted in many deaths here and in Europe and postponed many marriages. The cost of living has undoubtedly affected the birth rate in the last five years. Then there was the influenza, which in New York City alone killed 27,000 persons in four months.

After all, as a current writer says, the important thing isn't how big we are, but how good; not how numerous, but how civilized and industrious. In a population race China can beat us hands down. The real test is not so much how many persons a country produces, but how much each person produces.

The ominous fact revealed by the census is the tremendous growth of the cities and the falling off or only slight gain in the rural communities. "Back to the farm" has been the hue and the cry for the past ten years, but that it has not proved potent is being revealed by the census figures.

Some most interesting changes in the position of the great centers of population are shown as the count proceeds. New York of course stands first with its total of 5,621,151; Chicago is still second with her 2,701,212, a phenomenal record when we recall that the city is only eighty years old; Philadelphia continues third, with 1,823,158 souls. The great surprise comes when we reach fourth place, which we now find occupied by Detroit instead of St. Louis. The automobile industry is responsible for Detroit's great development. St. Louis is now in the sixth position, Cleveland, as well as Detroit, having passed her in the race. The figures of the three cities are: Detroit, 993,739; Cleveland, 796,836; St. Louis, 773,000. Boston is seventh with 747,923; Baltimore eighth with 733,826; and Pittsburgh ninth, with 588,193. Another aston-

ishment is found when we come to tenth pace. There rests, for the first time, Los Angeles, which ten years ago had 319,193 people and now boasts 575,480—67,000 more than her rival, San Francisco, which is now in the eleventh place in the list. Moreover, Los Angeles announces that "she has just begun to grow." How true this statement is, can be realized when one knows that she has annexed surrounding districts, including miles of vacant fields and hilly lands, till her corporate limits now include 305 square miles, while those of Boston comprise only 49 square miles. San Francisco is said to feel the result keenly. A New York paper tenders her sympathy by saying, "it is the hardest blow of all to be beaten by Los Angeles, the foster mother of the movies." The Los Angeles papers have already adopted a patronizing tone to San Francisco—congratulating her on being "the second largest city west of St. Louis."

ENGLAND NOT A SHIRKER

The quiet but authoritative assurance from Lloyd George that Great Britain had no thought of asking this country to cancel any part of her debt to the United States, while not needed, has had the effect of calming the fears of some nervous citizens in this country. England never shirked an honest financial obligation no matter how great a burden it laid upon the backs of her taxpayers. This is all the more noteworthy and commendable when it is realized that she has about decided that at least half of the eight billion dollars due her from other nations to whom she lent a helping hand during the war, will have to be charged to "profit and loss." She loaned Russia alone nearly three billions, the ultimate recovery of which is very doubtful. France owes her two and one-half billions, Italy two billions and other countries varying amounts.

BACK TO JERUSALEM

"What wondrous things we now behold, by prophets seen in days of old."

The words of the familiar hymn are brought forcibly to our mind as we read the daily dispatches regarding the movement to repeople Jerusalem and Palestine with the Jews. Judge Brandeis of the United States Supreme Court, is now in London and has been chosen president of the Zionist movement. It is estimated that 50,000 Jews will return to Palestine in the first year after the new immigrating movement is under way and that \$20,000,000 will be required to finance the operations for that year. Altogether it is estimated that the Jews of the United States will be called on for eighty million dollars to establish their people once more in the land of their inheritance.

CHRISTENSEN'S PLEA FOR DEBS

Parley P. Christensen, nominee of the Farmer-Labor party has kept himself fairly in the limelight up to this time. He recently wired the Democratic and Republican nominees asking them to join in a request to President Wilson to give Eugene Debs his freedom. Senator Harding answered that he would take time to consider. Governor Cox has as yet made no reply. That Mr. Christensen's request did not appeal strongly to the country is evidenced by many editorial opinions. One leading New York writer reminds Mr. Christensen that "Debs is no political prisoner suffering for conscience sake." "Actually," he says, "Debs endeavored to destroy the United States government by crippling it in time of war. He would have stopped the stream of soldiers and munitions which flowed to Europe, there to defend the independence of this country. He would have left the transports filled with American soldiers at sea without naval

guards, and consequently at the mercy of German submarines. He would have abandoned our men in France to be slaughtered by the Germans or to starve for lack of food. He was caught at his dreadful work, convicted and is in jail; and there he belongs."

LEAGUE OF NATIONS IN ACTION

Despite the absence of the United States from the League of Nations, that widely-discussed body, though moving slowly, is still functioning. Twenty-nine of the nations of the world, headed by Great Britain, France, Italy, Belgium and Japan, now comprise the League, while those still outside of it, with whom our country stands in dubious companionship, comprise Germany, Turkey, China and Mexico. That England still yearns to see us members is evinced by the address Lloyd-George made two weeks ago when he accepted from the people of America, St. Gaudens' famous statue of Abraham Lincoln. Mr. George said, "Lincoln was one of those giant figures of whom there are so few in history, who lose their nationality in death; one of those few who belong to mankind. Such men are needed now more than ever in the settlement of the world. May I be permitted to say," he concluded, impressively, "that this torn and bleeding earth is calling today for the help of the America of Abraham Lincoln's days?"

The great steps taken thus far in carrying out the decisions of the League have been the occupation of parts of Turkey by the armies of Greece, which now becomes a nation of seven million instead of one or two millions; Adrianople has fallen into Greek hands, and the hopes of Bulgaria and Turkey have fallen into dust and ashes; France has taken charge of Syria; Germany has been forced to yield in the disputes at Spa; Constantinople, though nominally governed by Turks, is under the eagle eye of England, and the Turks have been bluntly told they may be driven out of Europe "once and for all" if they do not preserve order; the Armenian republic has been organized, and recognized by many nations in the League; Sweden's claims to the Aaland Islands will go before the League for adjudication; Denmark has recovered much of the territory once stolen from her by Germany, and many smaller nations carved out of Russia; Germany and Austria have been allowed to set up their own governments and to determine for themselves the kind of rulers they desire.

The great aims of the League of Nations, however, such as the reduction of armies and navies and the prevention of future wars, probably will not be accomplished until the United States makes up its mind as to the stand it will take as to membership or non-membership in the League.

Building for the Future

By H. O. Stengel

For every hour in the sunshine,
For every hour of play,
Strength is stored in muscles and
lungs
For a future rainy day.

For every night of healthful sleep,
For every meal of simple food
The machinery of the body
Is built up and renewed.

For every kind word spoken,
For every loving deed,
A soul is greatly strengthened:
Build well for future need!



SUNDAY SCHOOL WORK

Superintendents' Department

General Superintendency, David O. McKay, Stephen L. Richards and Geo. D. Pyper

SACRAMENT GEM FOR NOVEMBER, 1920

PRELUDE.

ROCHNIEWICZ.



I come to Thee all penitent,
I feel Thy love for me;
Dear Savior, in this Sacrament
I do remember Thee

POSTLUDE.



CONCERT RECITATION FOR NOVEMBER, 1920

(James, Fifth Chapter, Fourteenth and Fifteenth Verses)

Is any sick among you? Let him call for the elders of the Church; and let them pray over him, anointing him with oil in the name of the Lord:

And the prayer of faith shall save the sick, and the Lord shall raise him up; and if he have committed sins, they shall be forgiven him.

Uniform Lesson for November

Text We believe in the gift of tongues, prophecy, revelation, visions, healing, interpretation of tongues, etc.—Articles of Faith, 7.

I. Spiritual Gifts Characteristic of the Church.

1. Promised as signs to the sincere believer (Mark 16:16; Doc. and Cov. 84:64-73).
2. To continue with the Church (B. of M., Moroni 7:35-37; 10:19, 23-27; Mormon 9:7-11).

II. Nature of Spiritual Gifts.

1. An endowment of power from God.
2. Resulting in "miracles" (B. of M., Mormon 9:7-11).

III. A Partial Enumeration (I Cor. 12:4-11; Doc. and Cov. 46:8-29; B. of M., Moroni 10:7-19).

1. The gift of tongues and interpretation of tongues.
 - a. Promised as one of the signs to follow the believer (Mark 16:17).
 - b. Scriptural illustrations (Acts 2:4, 6-12; 10:46; 19:6).
2. The gift of healing.
 - a. Some possess the power to heal (James 5:14, 15).
 - b. Power to be healed (Doc. and Cov. 46:19; 42:48-51; compare Acts 14:9; Matt. 8:16; 9:28, 29.)
 - c. Present method of ad-

ministering to the sick (Doc. and Cov. 84:68; 42:43, 44).

Anointing with consecrated oil; prayer, accompanied by the laying on of hands.

- d. Melchisedek priesthood requisite in these administrations.

3. Visions and dreams. See instances: Enoch (P. of G. P., Moses 6:2g, 35); the brother of Jared (B. of M., Ether 3); Moses (Exodus 3:2; P. of G. P., Book of Moses); Jacob (Genesis 46:2); Peter (Acts 10:10-11). Note the following instances of visions and dreams given to those not of the Church: Saul of Tarsus (Acts 9:12); Cornelius (Acts 10:3); Pharaoh (Genesis 41); Nebuchadnezzar (Daniel 2).

4. The gift of prophecy.
 - a. Prophets in communication with God (Amos 3:7).
 - b. Prophecy embraces more than the power of prediction.

5. Revelation (Doc. and Cov. 43:1-6).

IV. Imitations of Spiritual Gifts.

1. Miracles wrought by evil power (Rev. 13:11-18; 16:13, 14).
2. Predicted (Matt. 24:24; 7:22, 23).

General reference: "The Articles of Faith," Lecture XII.



Washington D. C., L. D. S. Sunday School, on day of its organization June 6, 1920. Senator Reed Smoot, extreme right; Hon James H. Moyle, extreme left.



DAVID AS A GOOD SHEPHERD Madame Bouguereau

David as a Good Shepherd

Madame Bouguereau

(Suggestions for Picture Study by J. Leo Fairbanks.)

This picture illustrates I Samuel 7:34, 35 where David tells Saul that "there came a lion * * * and took a lamb out of the flock. And I went out after him, and smote him, and delivered it out of his mouth; and when he arose against me, I caught him by his beard, and smote him and slew him."

This picture was painted by an American girl who married the great French painter, Adolphe Bouguereau.

The white lamb trembling with fear has been taken by the lion and the youth, armed in the strength of God, goes forth with power and confidence to the rescue.

If you will notice nearly every limb and line leads inwardly to the lamb, so that there is no doubt as to what is intended for the principal center of interest.

What does this picture mean to you? Tell in your own words what impresses you most. Assume the attitude of the youth. Was it his human strength that was triumphant? What can you assign as the cause?

Where did the struggle occur? Where does the light come from? What could you have added to make the picture tell the story better?



DANIEL'S ANSWER TO THE KING

Briton Riviere

Daniel's Answer to the King

Briton Riviere

(Suggestions for Picture Study by J. Leo Fairbanks.)

This splendid picture represents Daniel confident in trusting the Lord. The artist has given us a vision of Daniel in the den of lions just at the moment when the king, distracted, goes to the lion's den, with a lamentable voice asks if Daniel's God has been able to deliver him from the lions. "Then said Daniel unto the king, O king, live forever, my God hath shut the lions' mouths, and they have not hurt me." Daniel VI, 21-22. He has no fear of the hungry savage beasts and turns his back on them so that it is not fear of the man that keeps them from springing on him.

Notice the ellipse almost in the center of the picture caused by the heads and bodies of the wild lions. Do you see the red gleam in the eyes of the one near Daniel? Have you ever noticed a similar appearance as a cat emerges from the darkness?

Which lion seems ready to spring at Daniel but turns in fear? Which other is just trying to make up his mind to lead in the attack?

Do you think the lions feel Daniel's strength and faith?
Have you ever seen animals submit to man's power?

Secretaries' Department

Laurence W. Richards, General Secretary

Unenrolled.

The first question on the annual report calls for "Number of members in ward between the ages of 4 and 20 inclusive." The second question calls for "Number of members in ward between the ages of 4 and 20 inclusive enrolled in the Sunday School."

Question No. 2 can be easily answered yet 60 per cent of the Stakes failed to give complete information on question No. 1.

Some Stakes even failed to give any information on question No. 1.

For those Stakes that did report the unenrollment in Sunday School between the ages of 4 and 20, it should be observed that 21 per cent of the population of the Church for these ages are unenrolled in Sunday School. Of those enrolled in Sunday School between the ages of 4 and 20 the average per cent of attendance was 57. In other words, out of every five boys and girls in the Church between 4 and 20 one is not enrolled, and of the four enrolled only two come regularly to Sunday School.

The Secretary is not alone responsible for this showing. All the officers and teachers in the ward should be and are responsible for the non-attendance of the unenrolled and absentees.

At all of the Conventions being held this year, the matter of enlistment, etc., is being discussed as a special topic and also a demonstration given of the Monthly Report and Business Meeting. We reprint here the recommendations of the General Board on the new Missionary Roll. This work should be taken up in every Stake before the end of the year so that your annual report will be correctly compiled.

It is the Secretary's duty to keep the officers and teachers advised on the actual condition of the school on the matter of records and statistics. If your Stake or school has not adopted this Missionary Roll, urge your superintendency to inaugurate it. Statistics are of importance only in comparing the growth of an organization of business. The Sunday School is a growing organization. Secretaries, see that your inventory is well taken this year.

Annual Reports

In compiling the annual statistical report for last year it was observed that

a great many schools failed to send in their report to the Stake Secretary. After considerable correspondence between this office and the Stake Superintendent, we succeeded in securing a number of delayed reports. Still a great many schools failed to send in any at all, and, as a result, we were obliged to copy old reports of these schools in order to maintain the total enrollment of the Sunday Schools of the Church.

In some cases we had to use Ward reports that were four or five years old. This is regrettable. Local secretaries, now is the time to prepare for your annual report. See that your roll books are right up to date and correctly kept. Don't put it off until the last minute and then fail to send in a report. Every Sunday School in the Church must be represented in our annual report.

Stake Secretaries, make this topic your chief item of business at your next Union meeting. Prepare now for the Annual Report.

The New Missionary Roll

"A careful canvas of the Ward should be made at the end of each year to ascertain the names of all members of the Ward between the ages of 4 and 20, inclusive, one or both of whose parents belong to the Church.

"All members who have attended Sunday School during the last six (6) months of the current year, should be placed on the active class roll for the new year and the names of all others should be placed on the missionary roll.

"The missionary roll should be revised every year. It should be noted after each name on the old roll the results of visits to the individual.

"The report of the names on the missionary roll should be submitted in writing to the Superintendency sufficiently in advance of the regular monthly report meeting to permit the members of the Superintendency to give them careful consideration. After summarizing the departmental reports, special assignment of teachers should be made at the regular monthly report meeting to visit the names during the month.

"Each class teacher should be charged with the responsibility of securing, if possible, the attendance at Sunday School of all those members on the missionary roll of the ages corresponding to the department represented.

"Where a local Sunday School has an active enlistment committee, it should co-operate with the Superintendency and teachers in doing special missionary work among the members listed on the missionary roll.

"Every Ward should have at least one (1) missionary roll book and as many more as practical.

"These roll books may be secured from the Deseret Book Company at 10c per copy."

Librarians' Department

J. Leo Fairbanks, chairman; T. Albert Hooper

Review of Books to Aid Teachers

"Training The Devotional Life," by Luther Allen Weigle author of "The Pupil and the Teacher," and Henry H. Tweedy.

This little book on training the child in the art of devotion is a perfect example of what a text book should be. It tells simply and clearly in ten brief chapters how to develop the devotional spirit in children. The following list of chapter titles reveals the scope of this model training hand-book for Superintendents Teachers and Parents. "The Meaning of Worship," "Teaching Children to Pray in the House," "Teaching children to Pray in the School," "Worship in Music and Song," "The Devotional Use of the Bible," "The Memorization of Worship Materials," "Worship in the Church and School," "Family Worship," "Church Worship," and "The Goal of Devotional Training."

"General Measures in the Management and Training of the Young," by Jacob Abbott is a book deserving a place in every Sunday School Library. Little stories illustrating better methods of management for dealing with children make the reading interesting and the advice practical.

If you can get the teachers to club together in purchasing this book they will all find it exceeding valuable.

The table of contents reveals the subject matter as treated in the volume:

Chapter I. The Three Modes of Management.

Chapter II. What are Gentle Measures?

Chapter III. There must be Authority.

Chapter IV. Gentle Punishment of Disobedience.

Chapter V. The Philosophy of Punishment.

Chapter VI. Rewarding Obedience.

Chapter VII. The Art of Training.

Chapter VIII. Methods Exemplified.

Chapter X. Sympathy.

a. The Child with Parent.

b. The Parent with the Child.

Chapter XII. Commendation and Encouragement.

Chapter XIII. Faults of Immaturity.

Chapter XIV. The Activity of Children.

Chapter XV. The Imagination of Children.

Chapter XVI. Truth and Falsehood.

Chapter XVII. Judgment and Reasoning.

Chapter XVIII. Wishes and Requests.

Chapter XIX. Children's Questions.

Chapter XX. The Use of Money.

Chapter XXI. Corporal Punishment.

Chapter XXII. Gratitude in Children.

Chapter XXIII. Religious Training.

Choristers and Organists' Department

Joseph Ballantyne, Chairman; Edward P. Kimball and Tracy Y. Cannon

DYNAMICS

By Tracy Y. Cannon

"This term in music has reference to expression and the different degrees of power to be applied to notes."—Elson.

It has been well said that rhythm is the life of music. As there can be no rhythm without a regular recurring accent, music is divided into measures, the bar being placed before the beat that generally is the strongest one in the measure.

When one has learned to feel this regular recurring accent and to understand its relation to the weaker beats regarding the amount of stress each should receive, one has then solved the biggest problem in rhythm. There are two points to be kept in mind in the study of pulse in music. One is that the accented beats should be regular without becoming mechanical and the other is that the amount of stress the various beats receive be properly balanced. It is therefore advisable to count evenly and lightly.

Faulty rhythm is often caused by counting all the beats loudly. The proper way to count is to count the strong beats only moderately strong and the weak beats very lightly. Thus in music whose pulse is two to the measure count "one" is accented and count "two" is sung or played lightly. In four pulse measure, which is made up of two two pulse measures the accented beats are "one" and "three," "three" being less accented than "one." In three pulse measure "one" receives the accent while "two" and "three" are sung or played lightly. In six pulse measure beat "one" is strongest, beat "four" also receives some accent while the other beats are quite light. In vocal music the strong beats are greatly influenced by the words, the composer having so arranged his music that the natural accents occur on the important words and syllables of the poem. And just as there are a very great many degrees of stress placed on the various words in an effective reading of a poem so also must there be an infinite number of fine shadings of power in a perfect rendition of a musical composition.

A person suffering from heart disease has an irregular pulse. The beat of his heart is feeble and unsteady, his blood is thin, his face pale and his body weak. His efficiency is impaired and he cannot express himself in his full glory because of his affliction. If he over exerts himself the beat of his heart becomes violent and smothers him. He is grievously afflicted because the vital organ upon which he depends for his very life is not functioning properly.

So in music. If the pulse is irregular and feeble its rendition lacks color and vitality. It is expressionless and uninteresting. It is heart disease music. It will never be able to deliver us full message unless it is vitalized, made healthy and red-blooded. So be quick, choristers and organists, send for the doctor and oxygenize your music!

One time (perhaps more than once) a chorister gave his patient, Miss Sunday School Song, so much oxygen that she became violent. She waved her hands, shouted loudly and tore her hair until she was no longer "a thing of beauty and a joy forever," but became ugly and deformed so that the children shrank from her. And the chorister still imagined he had given his patient not enough oxygen!

This chorister was not a skillful physician. He knew well enough that his patient, Miss Sunday School Song, had heart disease, but he knew not how to administer the medicine.

What is it that vitalizes the song? How can it be made to possess life and motion without becoming boisterous and uncouth? As before stated, music must surely receive extra stress on certain notes, but the thing of equal if not most importance is that the unaccented words and syllable be sung lightly.

Take the familiar song No. 82: "Welcome, Welcome Sabbath Morning," as an illustration. An expressive rendering of this song will reveal many degrees of shadings on the different words. Most of the words are sung quite lightly. The first syllable of the first "Welcome" is slightly accented, the first syllable of "Sabbath" the word "rest" and the first syllable of "every" are emphasized a little, while the other words in the first line are all sung more or less lightly. Sing this whole song over lightly and expressively, slightly emphasizing those words which you would make prominent in reciting the poem. The music will then take on a delightful rhythmic swing. It will be full of life and joy as its composer intended it to be. It will be full of "oxygen" without becoming boisterous.

When you have learned where and where not to accent in this song, teach it in this new way to your school. The result will please you.

Theological Department

Chairman; John M. Mills, Geo. H. Wallace, Edwin C. Woolley, Jr. and Robert L. Judd

Second Year--Old Testament Studies

LESSONS FOR NOVEMBER

Outlines by Robert L. Judd.

First Sunday, November 7, 1920

Uniform Fast Day lesson.

Second Sunday, November 14, 1920

The Fall of Jerusalem

II Kings 22-25; "Old Testament Studies, Vol. II, chapters 21-24.

Aim: Wickedness and sin result in the death of nations and individuals.

I. Jerusalem known as the northern kingdom as distinguished from kingdom of Israel.

1. The approach of the fall.
 - a. The reign of Josiah.
 - b. His death.
 - c. A book of law discovered by Hilkiah.
 - d. The prophecy of Huldah.
 - e. The reign of Jehoaiah.
 - f. His captivity in Egypt.
 - g. Jehocakim made king.
2. The war between Egypt and Babylon.
 - a. Babylon successful.
 - b. The death of Jehocakim.
 - c. Jehoiachin made king.
3. Nebuchadnezzar takes Jerusalem.
 - a. Zedekiah made king.
 - b. He rebels and is overcome by the armies of Nebuchadnezzar.
 - c. The siege of Jerusalem.
 - d. The fall.
 - e. Zedekiah taken captive.
4. The final attack by the armies of Nebuchadnezzar.
 - a. The house of the Lord and all others burned.
 - b. The walls torn down.
 - c. Main body taken away.
 - d. A few poor of the land left.
5. Prophecy fulfilled.
 - a. See Jeremiah and Isaiah.

Third Sunday, November 21, 1920

The Jews in Captivity

Ezekiel-Isaiah; "Old Testament Studies," Vol. II.

Aim: God ever succors His own.

- I. Effect of the captivity.
 1. Jews stripped of all their wealth and property.
 2. Still they do not realize their own sins, but contemplate those of their captors and call upon God to avenge them.
 3. Jerusalem completely destroyed and the rest of the people taken captive.
 4. They finally realize their punishment.
 5. Ezekiel with the first exiles.

II. Isaiah in Babylon.

1. He preaches comfort and promise to the captives. Read Isaiah 40th chapter.

2. Israel turns to God.

3. Isaiah's promise to them.

Note: It is suggested that in this lesson the historical and geographical data concerning Babylon be treated as fully as possible.

Fourth Sunday, November 28, 1920

Daniel

Book of Daniel; "Old Testament Studies," Vol. II, chapter 28.

Aim: God is with those always who constantly serve Him.

I. Daniel, a Jew, taken into captivity.

1. Selected as one of three Israelites to receive special treatment.
 - a. The king's fare offered.
 - b. They choose pulse and water.
 - c. He grows in mind and body.

Why?

II. Shadrach Meshach and Abednego called to worship golden image.

1. They refuse.
 - a. They are condemned to fiery furnace.
 - b. They are thrown in and are preserved.
 - c. Discuss fully the reasons for deliverance.

III. Daniel called to interpret Nebuchadnezzar's dream.

1. The dream.
 - a. The magicians fail to interpret same.
2. Daniel's interpretation.
3. Other dreams and their interpretation.

IV. Belshazzar made king of Babylon.

1. Detail conditions and his conduct of kingdom.

2. The great banquet given by Belshazzar.

- a. The handwriting on the wall.

- b. Daniel's interpretation.

3. The fulfilment of the dream.

- a. The Medes and Persians take Babylon and slay the king.

V. Daniel raised to leadership.

1. The opposition to him.
2. A decree issued against prayer.
3. He is found praying.
4. He is cast into lions' den.

- a. His deliverance. (See picture)

VI. Daniel told of the deliverances of the Jews.

1. Their preparation for departure from Babylon.

Note: Analyze for discussion the greatness of Daniel in terms of present-day life.

Advanced Theological

Text: "A New Witness for God," Vol.

II. (Roberts.)

Outlines by John M. Mills

First Sunday, November 7, 1920

Usual Fast Day exercises

Second Sunday, November 14, 1920

Lesson 22. Ministration of Angels

Chapter XXIII of text.

- I. Present day disregard for the miraculous.

1. From the irreligious.
1. From those who believe in past miracles.
- II. The Old Testament stories of visits of angels.
- III. The New Testament stories of visits of angels.
- IV. Predictions of future angelic visits.
- V. Joseph Smith's angelic visits were scriptural and a natural continuation of the story of religion.
- VI. Media for ascertaining Divine Knowledge both scriptural and reasonable.
 1. Urim and Thummim.
 2. Interpreters.
 2. Divining cup.
 3. Seer Stone.
 4. Man made instruments.
- VII. The plates returned to the angel.
- VIII. The 116 pages of manuscript.

Third Sunday, November 21, 1920

Lesson 23. American Antiquities

Chapter XXIV of the text.

- I. What the Book of Mormon requires as to location and character of the Jaredite civilization.

- II. What the Book of Mormon requires as to the location, extent and nature of Nephite civilization.
- III. Why American antiquities should not be expected to duplicate in all particulars the Book of Mormon description.
 1. Ages of ignorance since Nephite times.
 1. Imperfect knowledge of antiquities.

Fourth Sunday, November 28, 1920

Lesson 24. Intercourse between the Eastern and Western Continents during Jaredite and Nephite times

Chapter XXV of text.

- I. Many visits, back and forth, may have been made before or since Nephite times.
- II. The western world since the close of the Nephite period.
 1. Whence came the civilization of Mexico?
 1. What was this civilization?
- III. Writers on American antiquities.
 1. The over-credulous.
 2. The skeptic.

Second Intermediate Department

Harold G. Reynolds, Chairman; Horace H. Cummings, J. Leo Fairbanks,

T. Albert Hooper and Alfred C. Rees

Second Year—Book of Mormon

LESSONS FOR NOVEMBER

Suggestions by Alfred C. Rees

First Sunday, November 7, 1920

Uniform Fast Day lesson
(See Superintendent's Department.)

Second Sunday, November 14, 1920

Chapters 36, 37, "The Story of the Book of Mormon," Reynolds; Helaman, Chapters 1-5.

The story of Kishkumen's evil design should be presented to indicate the character of some of the people of those times. There seems to have been a complete disregard for human life and property. Another phase that should receive careful consideration in the class is the general expansion by the people in territory, in industries and building construction and the marked growth of membership in the Church. Invite the

class to prepare in advance on the story of the miraculous experiences of Nephi and Lehi among the Nephites and the Lamanites, notably the latter. We also have here the sad picture of the complete defeat of the Nephites by the Lamanites; a barrier erected across the Isthmus to separate the two races. The remarkable power of these two prophets is demonstrated in the complete reconciliation between the two peoples. The first time that such a spirit had existed for five centuries. You can make this one of the most impressive lessons of the year. The teacher should be thoroughly equipped with the facts and catch the spirit of the significance of these happenings directed by these two prophets. Let the class bear in mind that we are now just a few years removed from the time that the Savior is to be born.

Third Sunday, November 21, 1920

Chapters 38 and 39: "The Story of the Book of Mormon," Helaman 6-16.

Every boy and girl in the class knows enough of world conditions today to be able to appreciate in a measure the upheaval which existed among the people on the American continent at the time referred to in our lesson today. It is well for the teacher to draw a parallel between the two conditions, then and now, in morals, religion and respect for authority and law. It is well to point out that during the recent world war there was a spirit of cooperation and humility among the nations but no sooner had the struggle ceased than the world embarked upon a riotous campaign of extravagance, license and a disregard for law and order. The Nephites seemed to have plunged into a somewhat similar condition almost immediately after they had been scourged. Follow clearly the work of Nephi among his people, his preachings, his prophecies on the murder of Cezoram. Then follows the visitation upon the people and their enforced humility. In the entire lesson the thought seems to be that it is necessary to adhere constantly to the Gospel and to follow consistently our leaders. When this course is pursued the individual as well as the people at large, becomes the recipient of special blessings. The class should discover this as a principle for their own personal guidance.

"The Story of the Book of Mormon," one of the outstanding features in the Book of Mormon. If they can relate the incidents connected with his life and bring out his courage, fidelity and earnestness, good results will be achieved. They should be able to visualize the prophet as he stands upon the walls of Zarahemla expostulating with the people and warning them of their destruction. This must be pointed out as a unique spectacle—a Lamanite prophet preaching to the Nephites. Have some of Samuel's prophecies read before the class and then comment upon their literal fulfillment.

Fourth Sunday, November 28, 1920

chapters 40, 41; Nephi, chapters 1-9.
"The Story of the Book of Mormon."

Nephi is translated, Christ's coming is at hand. Present the story of how the wicked threatened to destroy the righteous, upon the very eve of the birth of Christ. Acquaint the class with the words of prophecy announcing the birth of the Savior. Recount the physical phenomena which accompanied the birth of the Savior, the conversion of many of the people and the other happenings upon this

continent as the Christ child was born. These chapters also deal with the greatest migratory movement yet reported among the people. From the northern part of North America to the southern part of South America, they gathered for the one purpose of starving the Gadiaton robbers. This will lead to a discussion of events which led up to the final annihilation of those bands. In order that these lessons may not be looked upon as a mere recital of facts, the teacher has an opportunity to portray how people in all ages respond at a time when a crisis is impending; also how quickly they forget the serious lessons when the danger has passed. We have abundance of material in our own time to carry out this suggestion.

Chapter 41 recounts many terrible yet historically important events. The picture of the wide spread destruction should be presented to the class, a destruction which was clearly foretold by the prophet. It is hoped that the literal fulfillment of the prophecies will be impressed upon the class, for it must be remembered that in our own time the prophets of the Lord have predicted that destruction awaits the world if righteousness does not obtain in the earth. Let this serve as a warning and as a stimulus to personal adherence to the Faith.

Fourth Year—"What Jesus Taught"

WORK FOR NOVEMBER, 1920

Suggestions by Horace H. Cummings.

Since so many lessons have been outlined in this department, and the Teacher-Training classes are now giving so much assistance in outlining, we feel that most teachers are able and would prefer to make their own outlines for their actual work.

A few questions and suggestions are here given in addition to those found in the text in the hope that they may enrich the discussion of the principles taught. The aim of the teacher should be to arouse as much thought and expression of thought among the students as possible. Expression is as important as impression. By pertinent questions and illustrations, try to get the children to talk about the things set forth in the lessons, so as to discover and correct any wrong notions they may entertain concerning them, and teach them how to adopt and use them in their lives.

First Sunday, November 7, 1920.

Uniform Fast Day lesson

Second Sunday, Nov. 14, 1920

Lesson 33. A Prophet in His Own Country

Why is a prophet not honored in his own country and among his own people? Do we like home-made things as well as we do imported things? Why do many Americans go to distant Europe for sight seeing when far more wonderful things can be seen in our own land? Explain the saying, "Familiarity breeds contempt." Why did not the people generally believe that Jesus was the Son of God? Were there similar reasons why the people did not believe that Joseph Smith was the Prophet of God? Why did it shock some people to see him play ball and engage in other athletic sports? We must learn to place a true value on men and things, regardless of whence they come, or what may be their outward appearance.

Show that Jesus was not altogether a mild and effeminate man. Mention some things which He did, and some things that the prophets predict concerning Him that show that He has great strength, power, and even fierceness. All the attributes within us are good and valuable if properly used and controlled. Why do so many people honor the dead prophets while they disobey and even persecute the living ones? Do we honor our President and Apostles as we do the dead ones?

Third Sunday, November 21, 1920

Lesson 34. The Meaning of Miracles

Can you think of any divine miracle that was performed simply to satisfy curiosity, or to convert men to the gospel? What constitutes real conversion to anything? We learn things by studying them and practicing them. Show the truthfulness of this saying of Jesus, "He that doeth the will of the Father shall know of the doctrine." Would turning water into wine give us a knowledge that tithing is a true principle? If our teacher should walk on the ceiling like a fly, would that unusual performance give us

a knowledge of the multiplication table and its uses? How must we learn the multiplication table and its uses? Show that miracles are more useful in strengthening faith than in converting. Show that by being baptized, receiving the Holy Ghost, attending to our prayers and other duties, we come to understand the gospel's real nature and blessings—we get to know it.

Fourth Sunday, November 28, 1920

Lesson 35. An Atoning Sacrifice

How do the death and sufferings of Jesus prove that His doctrines are true? Will a man suffer and die as He did to maintain a lie? What stronger proof could be given to mankind of the truth and value of His doctrines than He gave? Compare the sufferings and death of Joseph Smith, and their influence upon mankind with those of Jesus. Both knew that their message was either true or false. No one can reasonably say that their message was false when they sealed their testimony with their blood, and declared beforehand that they would do so. Is there any excuse for us not to believe them?

Why was the fall necessary? What good has come to us because of it? Why do we need to come in contact with both good and evil? Could we not have been told about good and evil in heaven without passing through it? Show the necessity of experience in giving us a real understanding of anything.

Will Jesus be rewarded for His generous sacrifice in an adequate manner? How? Show that this experience was of value to him. Are we ever benefited by what we suffer? Was He? When we know that Jesus has actually passed through similar trials and sufferings to those that we often suffer (and much worse ones) how glad we are that He will judge and reward us!

Do you think that Christ's sufferings and death was a trial to the Father? How did God teach this fact to Abraham? Show that "to love the Lord thy God with all thy heart," etc., is and should be the first great law for us to obey. The Father and the Son have both done so much for us that we should delight in doing what they want us to do.

God gives us always strength and sense enough for what He wants us to do; if we either tire ourselves or puzzle ourselves, it is our own fault. And we may always be sure, whatever we are doing, that we cannot be pleasing Him if we are not happy ourselves.—Ruskin.

First Intermediate Department

George M. Cannon, Chairman; Josiah Burrows, John W. Walker

Second Year—Young Folks' Bible Stories

Outlines by William A. Morton

LESSON FOR NOVEMBER

First Sunday, November 7, 1920

Uniform Fast Day lesson

Second Sunday, November 14, 1920

Lesson 34. The Shepherd Boy Who Was Made King

Text: I Samuel 16:1-13.

"Man looketh on the outward appearance, but the Lord looketh on the heart."

- I. The Lord chooses a successor to King Saul.
 1. Saul loses his kingdom. (Review, briefly, previous lesson.)
 2. The Lord's command to Samuel.
 3. The Lord protects His servant.
 4. Samuel goes to Bethlehem.
- II. David Anointed King of Israel.
 1. Samuel and the sons of Jesse.
 2. David is anointed king.
 3. The Spirit of the Lord rests upon David.
- III. The waiting time.
 1. How David employed his time:
 - a. Practicing with his sling.
 - b. Composing and singing songs of praise to God.
 - c. The Shepherd Psalm. (Psalms 23.)

Questions: Why was Saul's kingdom taken from him? In what ways had Saul displeased the Lord? For what purpose did the Lord send Samuel to Bethlehem? What danger was there connected with Samuel's mission? How did the Lord prepare the way for Samuel to do His work? When the eldest son of Jesse passed before Samuel what did the prophet say? Why did Samuel think so? What did the Lord say? What is the difference between the way in which men judge people and the way in which the Lord judges? Which is the best? Why do you think so? What qualifies men for the Lord's service? Which of Jesse's sons was chosen to be king of Israel? About what age was David at this time? Do you know of any other boy about the same age who was called of God to

do a great work? How was Joseph Smith called of God? Why was Joseph Smith chosen to lay the foundation of the Lord's great latter-day work? What reasons have you for believing that Joseph Smith is a Prophet of God?

Third Sunday, November 21, 1920

Lesson 35. How David Killed the Giant

Text: I Samuel 17:1-54.

"Whoso putteth his trust in the Lord shall be safe." (Proverbs 29:25.)

- I. The Israelites and the Philistines.
 1. War between the Philistines and the Israelites.
 2. Goliath the giant.
 3. Goliath's defiance and challenge.
- II. Goliath's challenge accepted.
 1. David in search of his brethren.
 2. David hears of Goliath's challenge.
 3. David accepts the challenge.
 4. David before Saul.
 5. David's faith in God.
- III. David kills the giant.
 1. David's weapons.
 2. David stands undaunted before Goliath.
 3. David kills the giant.

Questions: What was the difference between the Israelites and the Philistines? What challenge did Goliath issue to the army of Israel? Why were the Israelites so afraid of Goliath? What reward did King Saul offer to the man who would kill the giant? What did David say when he heard Goliath's challenge? Why was David not afraid of the giant? With what weapons did David go out to meet Goliath? What else did he have? How did David kill the giant? What promise is made in the Scriptures to those who put their trust in the Lord? Tell of ways in which the Lord has helped you.

Fourth Sunday, November 28, 1920

Lesson 36. How a Dead Boy Was Restored to Life

Text: I Kings 17.

"The prayer of faith shall save the sick, and the Lord shall raise him up." (James 5:15.)

- I. Elijah the Prophet.
 1. The prophet's appearance and dress.

2. Elijah's solitary life.
- II. Ahab and Jezebel.
 1. King Ahab and his wife Jezebel.
 2. Prophets proclaim against the idolatrous worship of Ahab and Jezebel.
 3. Many of the prophets slain.
- III. Elijah reproves King Ahab.
 1. The Lord sends Elijah to Ahab.
 2. The prophet delivers his message.
 3. Elijah in hiding. He is fed by ravens.

- IV. The widow's son restored to life.
 1. Elijah goes to Zarephath.
 2. A widow ministers to the wants of the prophet.
 3. Death of the widow's son.
 4. The widow's son restored to life.

Questions: In what part of Palestine did Elijah live? Give a description of the prophet. What do you admire in Elijah? For what purpose did the Lord send Elijah to King Ahab? What risk did Elijah run in going on this mission? How did the Lord provide for the wants of the Prophet Elijah? Do you know of any other occasion on which the Lord used birds to preserve the life of His people? What miracle did the Lord perform in the home of the widow? What lesson may we learn from this incident? By what means was the widow's son restored to life? What has the Lord counseled us to do when sickness comes? What evidence have you that through the prayer of faith sick people are healed today?

Fourth Year—Ancient Apostles

First Sunday, November 7, 1920

Uniform Fast Day lesson

Second Sunday, November 14, 1920

Lesson 33

Paul's Third Missionary Journey—From Antioch to Ephesus

Reference: Acts 18:22-28; 19.

Aim: Authority is necessary to officiate in things pertaining to God.

- I. A short visit to Jerusalem.
- II. Beginning of third missionary tour.
 1. Tarsus.
 2. Other cities in order.
 3. Galatia.
- III. Appollos.
 1. Who he was.
 2. His eloquence.
 3. What he believed.
 4. His followers.
 5. What he lacked.
 6. Meets Aquila and Priscilla.
 7. Receives the Holy Ghost.
 - (a) How bestowed.

IV. The seven sons of Sceva.

1. Who they were.
2. Usurp authority.
 - (a) Result.
- V. Demetrius, the silversmith.
 1. What the annual festival meant to his craft.
 2. What Paul's preaching meant to it.
 3. The mob.
 - (a) How dismissed.

Third Sunday, November 21, 1920

Lesson 34

Third Missionary Journey—(Continued) Paul's Farewell Visit

References: Acts 20:17-35, II. Corinthians, Galatians, Romans.

Aim: Association with true followers of Christ develops the truest and dearest bonds of friendship.

- I. Disappointment and worry.
 1. At Troas. Did not meet Titus.
 2. Worried over reports from Corinth.
- II. At Philippi.
 1. A joyous welcome.
 2. Depressed.
 - (a) Reason.
 3. Arrival of Titus.
 - (a) Effect.
 4. Second Epistle to Corinthians.
 5. Titus' special mission.
- II. At Corinth.
 1. Epistle to Galatians.
 - (a) Why written.
 - (a) Only one Gospel.
 2. Epistle to Romans.
 3. Retraces steps.
 - (a) Reason.

IV. A memorable meeting.

1. Where held.
2. Eutychus incident.

V. At Miletus.

1. Paul's address to the Elders.
 - (a) Earnest testimony.
 - (b) Apostasy foretold.
2. An affectionate farewell.
 - (a) Reason for intense sorrow.

VI. At Caesarea.

1. A prophecy.
2. Paul's determination.

Application: The boys and girls who are cleanest in thoughts and words and deeds are the best companions.—Where can we find them?

Fourth Sunday, November 28, 1920

Lesson 35

Exciting Experiences in Jerusalem

References: Acts 21:17-40; 22:23.

Aim: God inspires and comforts those who serve Him.

- I. With James and the brethren.
 1. At headquarters.
 2. Compliance with Jewish rites.
- II. In the hands of his enemies.
 1. Falsely accused.
 - (a) Circumstance.
 2. Threatened with death.
 3. Rescued.
 - (a) By whom.
- III. With Claudius Lysias.
 1. Who he was.
 2. On the castle steps.
 - (a) Paul's request.
 - (b) Claudius' answer.
 - (c) Paul's testimony.
 - (d) The word "Gentile."
 3. Ordered whipped.
4. A free-born Roman.
- IV. Before Ananias the High Priest.
 1. A clear conscience.
 2. Smitten.
 3. Paul's retort.
 4. Self-control.
 5. Pharisees and Sadducees.
 - (a) Paul's cleverness.
- V. Divine guidance and comfort.
 1. As given in vision.
 2. As shown in frustrating a plot to kill.
 3. In safe conduct to Caesarea.

Application: We know how Paul served the Lord; but in what manner may we serve him? Specify.

Primary Department

Chas. B. Felt, chairman; Frank K. Seegmiller; assisted by Florence S. Horne, Bessie F. Foster and Mabel Cook

LESSONS FOR NOVEMBER

First Sunday, November 7, 1920

Uniform Fast Day lesson

Develop the thought given in the Uniform Lesson for this month. About ten or fifteen minutes should be spent in developing this thought and applying it to the practical life of the children.

Lesson 17. The Mormon Battalion

See "One Hundred Years of Mormonism," Chapter III, Part Fourth, and "A Young Folks History of the Church," by Nephi Anderson, p. 137. See also map, p. 135.

Aim: Loyalty brings joy and blessings.

Memory Gem: "Loyalty to duty is the way to glory."

Songs: "America," other patriotic songs or any song about the Mormon Battalion the children may already know.

Outline:

- I. Condition of the Saints.
 1. In temporary stopping places.
 2. Homeless, sick and suffering, surrounded by dangers.
 3. Journey and labor before them.
- II. The call to arms. A supreme test of loyalty.
 1. Request sent by Brigham Young to the President.
 2. The answer.
 3. How received and responded to.
- III. The departure and journey.
 1. Instructions and promise of Brigham Young.
 2. Their attempt at merriment.
 3. Hardships of crossing the desert—an unequalled march of infantry.

IV. Sojourn in California.

1. Promises of Brigham Young fulfilled.
2. Things they accomplished.
- V. Their return to their loved ones.
 1. Many missing.
 2. Families scattered in different places.
 3. Joy from having performed their duty.
 4. Their example of loyalty to the flag to all America.

Point of Contact: Show a flag. Talk of our love for and pride in our flag. Speak of the meaning of the flag—red for courage, white for purity, blue for loyalty. All of these virtues God loves. Each of us should possess them. Teachers might speak of the many millions of soldiers who fought in Europe, showing their courage and loyalty to their countries. Speak of the soldiers from your home who have recently responded to the call of the United States. A little time may be spent speaking of their patriotism.

The Saints made temporary stopping places. Many were sick, some had already been buried by the wayside. All were homeless and sorrowful. They were weary but must plan for the long journey ahead of them—a journey through a wilderness where only animals and Indians roamed—to a new home which they would build for peace.

While preparations for the journey were going on, President Young sent a messenger to the President of the United States, telling him of the cruelties suffered by the Saints, their loyalty to the government, their necessity of seeking a

new home and asking him to employ them to carry supplies to Oregon or other places on the coast. News came that war had broken out in Mexico and the President saw a way in which to use these pioneers. He would ask five hundred to be soldiers to fight the Mexicans. This was the answer the messenger brought to a people, homeless, sick and poor. These people had failed to receive help from their country; indeed, it almost seemed as though it had permitted mobs to rob them, murder their prophet and turn them out homeless! Now it was asking aid at a time when they were facing all the dangers of crossing the wilderness, when every able bodied man was needed to protect them from the red men and beasts of prey, when the sick needed every support they could cling to! Five hundred of their best men wanted! What did they do? It was the testimony of the Gospel which enabled them to make the sacrifice! President Young said, "You shall have the battalion," and five hundred men volunteered to go.

Tell of the instructions of President Young—to be true to their country and their God; to remember their prayers; never to steal, even from their enemies; not to swear; to be clean and treat all men kindly. He promised them that on no occasion should they be required to shed human blood.

Tell of the "farewell" party when all tried to be happy, but the many faces concealed sad hearts.

It is said that their march is unequaled in history. Trace it on the map. Tell of some of the hardships endured. They nearly boiled in the sun of the desert and almost froze in the mountains. Their food ran short and they were reduced to half rations. They went without water for whole days. They worked their way over mountains, dug wells, hewed passages through solid rock without even a guide.

When they arrived in California, they showed their loyalty by doing just what was commanded. The promise of President Young was fulfilled. They did not fight. They spent their time doing better things, digging wells, building houses, and teaching the Spaniards how to do these things.

At last, when their time was up, July 17, 1847, most of them came back to their loved ones. Some were even willing to re-enlist. Some remained and discovered gold in California.

By the time they returned, many of their loved ones had come to Salt Lake Valley of which we will learn later, while some were still at Winter Quarters, etc.

What joy must have been theirs after they had accomplished their duty. We are never so happy as when we have done right, no matter if it does mean sacrifice. Theirs is one of the brightest examples of loyalty in the history of nations. We are all proud of them. It shows the world that the Latter-day Saints are true, loyal Americans.

Application: We can be loyal to our country by keeping its laws and being honest, brave and pure. When we grow older, if our country ever needs us we should be willing to respond. To whom should we be even more loyal than to our country? Do you think that if you were asked to do something for the Church that you would be willing to do it? Some day, if you are called to go on a mission, do you think that you will be willing? Missionaries are as loyal to the Lord as soldiers are to their country.

Second Sunday, November 14, 1920

Lesson 18. Crossing the Plains

Reference: "One Hundred Years of Mormonism," Part Fourth, Chap. IV; other reliable histories or biographies; former numbers of the "Juvenile." Personal experiences related by the Pioneers themselves will prove very valuable.

Aim: Heroism and perseverance bring success.

Memory Gem:

If a task is once begun
Never leave it till it's done;
Be the labor great or small,
Do it well or not at all.

Song: "Dare to do Right."

Pictures: Brigham Young, Pioneer Camp, Entering the Valley, etc. A map of the journey may be found on page 135 of Nephi Anderson's "A Young Folks History of the Church."

Outline:

- I. Preparation of the journey.
 1. The Saints at Winter Quarters.
 2. Selecting men, gathering supplies and equipment.
- II. The journey.
 1. Discipline.
 2. Obstacles of travel.
 3. Camp life.
 4. Indians and buffalo.
 5. Observance of the Sabbath.
 6. Climbing the Rockies.
- III. Arrival at their new home.
 1. View of Great Salt Lake Valley, July 24, 1847.
 2. "This is the place."

Point of Contact: How many have ever been out camping? What did you

have to get ready? Were you going for pleasure to some nice, cool spot or did you have to go? Were you going for a few days or for months or years?

We learn in the Bible of the Israelites traveling across the wilderness to reach the Promised Land where they could serve the Lord as they knew was right. Today we will learn of the journey God's chosen people took in this dispensation so that they might worship the Lord in righteousness, unmolested. God raised up the mighty leader, Moses, to lead His people ages ago. He raised up another leader, just as mighty, Brigham Young, to lead the Latter-day Saints.

A great many of the Saints were at Winter Quarters. The preparations for the journey were made there.

In selecting men to go with him, Brigham Young chose some carpenters, some blacksmiths, bridge builders, farmers, mechanics, etc., for they were going to a place where all these would be needed, for no one lived in this country. They took all kinds of provisions, for there would be no stores in which to buy things to eat or wear. They took cows and chickens. They took seeds to plant in their new home. Then they loaded all these things in wagons, for there were no trains or automobiles in which to cross the plains, and yoked their oxen to make the long journey. Oxen are very much like cows, but larger and stronger—that is why they were used. (Show a picture.) The mothers and children rode in the wagons, but most of the men and boys walked. These people were called Pioneers, because they had to travel a long way to a new country where no white people had ever lived before.

Tell of the many, many days of hard travel with no roads—just sagebrush and dry sand. Picture camp life. Hunters went out and supplied the camp with buffalo, deer, antelope, geese, ducks, etc. They only killed enough to eat, and no more. They often sang songs around their camp fires. Tell of how they camped at night with their wagons in a circle. They never traveled on Sunday, but observed it as the Lord's day.

Often they came to large streams or water to cross, with no bridges. Sometimes they saw some people with red skins, of whom they were afraid. Who do you suppose they were? Indians—a great many of them, wearing skins and blankets. They were not gentle and harmless as the few we see today, but were often cruel and even killed people. They were just like wild men. But the Pioneers were always good to them and

so the Indians would trade blankets and beads for flour or sugar, etc., and go peaceably away.

Sometimes they saw a great cloud of dust away in the distance. As it came closer they could see black moving objects, then they could hear a loud noise like thunder. In a few minutes a large herd of buffalo would go galloping by. These herds were very dangerous, as there were so many that anything in their path would have been trampled down. Show a picture of a buffalo, and give an idea of how large they were.

Finally, the Pioneers came to the mountains, which they had to climb—cutting their paths in the thick brush. At last they came to "Little Mountain." How many have ever heard of that place? Yes, all of you who have ever been in Emigration Canyon, for these Pioneers were some of our grandparents, and they had come to Utah. Tell of the sickness of Brigham Young and how, when he drove up in Wilford Woodruff's carriage and looked over the valley, he said: "This is the place. Drive on." There was no beautiful city here then, no houses, nor temple, not even trees; nothing but sage brush and sunflowers, with Great Salt Lake in the distance. Tell how weary they were and how to some it did not look inviting. But to Brigham Young was given a picture of the future—a picture of the beautiful Salt Lake Valley and surrounding towns we have today.

These heroic men had persevered in their struggle and hardships for three months and seventeen days, and had at last reached their new home. Even yet there were many hardships and a great deal of work before it would appear as a home, but they had reached their goal and success was theirs.

Application: Could any of us work so hard and endure so much for three months and seventeen days? Do you not think people who can persevere so much, have a great deal of courage and are heroes? How many would like to be such heroes—always have courage to do the right and never give up, no matter if the task is great or small? Sometimes we do not come to Sunday School if we have a headache or have not a new dress. Sometimes we let just little things keep us from doing what is right, but if we do, we will never be heroes and accomplish big things. Let us remember our memory gem.

Third Sunday, November 21, 1920

Lesson 19. The Crickets and the Gulls

Reference: "One Hundred Years of

Mormonism," Evans, p. 454, or other History of Utah.

Aim: Industrious effort and gratitude bring God's blessings when human skill fails.

Memory Gem:

"When obstacles and trials seem
Like prison walls to be,
We'll do the little we can do,
And leave the rest to Thee."

—Whittier.

Pictures: Monument to the Gulls, First House built in Utah, the Old Fort or other historic places. Children living in or near Salt Lake City should be directed to see some of these places and locations that are still standing. Special mention should be made of the monument to the gulls in the Temple Block. Outline:

I. Subduing the Desert.

1. Conditions to be fought.
2. Explorations and industry.
3. Plans made and community established.

II. Starvation threatened.

1. Crops planted and growing.
2. Attacked by crickets.
3. Efforts to destroy the pests of no avail.

4. Appeal to the Lord.

III. Deliverance.

1. Arrival of the Gulls.
2. The crops saved.
3. The people's thanksgiving.

Point of Contact: Let us think a little of the Children of Israel crossing the wilderness. Why were they making that journey? Who was watching over and directing them? They could not wait for grain to grow and could not carry enough to feed a nation for years. How were they fed? The Lord was willing to do this because they were doing His will. How do you suppose they were doing His will? How do you suppose they felt in their hearts for His blessings? Would you like to hear how the Lord blessed some of our grandparents and great grandparents in a very wonderful way?

When the first pioneers reached the valley their hearts swelled with gratitude for their new peaceful home, and a big prayer of thanksgiving went up from their hearts. Tell of their camp where Auerbach's store now stands on Third South and State streets. They had a great deal of work to do. Picture the desert and waste before them. They had to build homes, plant seeds and make the desert blossom as a garden, yielding food and comfort that could nowhere

be bought for themselves and hundreds who would yet come. Tell of their industry. Wilford Woodruff planted potatoes even before he had eaten his dinner. Ploughing—for instance, Brigham Young was the first to put his hand in the lake; Warm Springs was visited; the stars and stripes raised on Ensign Peak. Within a few days, hardly more than hours, the site for the temple was located. Teacher might relate this incident of the president putting his cane in the ground, and saying, "Here will be the Temple of our God." The city was laid out in almost super-human wisdom. None of these things were done on the Sabbath, the 25th. That day, people rested, dressed as best they could, attended meeting and partook of the Sacrament. They had to get rough logs and build homes. The first house built is still preserved on the Temple Block, in Salt Lake City.

They built a fort where many children now play in Pioneer Park. Many buildings were so crude that when it was raining, women would cook holding an umbrella over their heads, or sick people would be so sheltered while in bed—provided such a luxury as an umbrella was possessed by the fortunate.

Spring finally came. With it hopes of harvest and plenty to eat. New-comers continued to arrive and many more were coming. Seeds were planted. No more welcome sight was ever beheld by those brave souls than the green shoots coming up out of the desert soil. Here was hope sprouting from faith, industry and perseverance. The wheat grew, warmed by the sun and watered by streams brought down from the mountains. It was the wonderful system of irrigation that made it possible to convert the desert into a rose. The people longed for the time when they would no longer have to eat roots and leaves, for provisions were that low, but could have wholesome bread made from this beautiful green tender wheat. They also wanted to store some away for the rest that would come.

Then a terrible thing happened. Some black bugs, like grasshoppers, only larger, were seen among the wheat. They were crickets. Not only a few, but multitudes came. They came like armies of black, hopping pests devouring that precious grain! Men, women and children left whatever they were doing to drive them back. Hundreds were driven in ditches and drowned. They tried to beat them with brooms and sticks but of no avail. They scarcely missed the ones destroyed because so many more came to take their places.

Then the people could see their strongest efforts could do nothing. They were not hopeless. Surely God could help them. So they knelt down to pray. They prayed for deliverance. Never did people pray more earnestly for if help did not come, they would starve.

Suddenly, from over the great lake, a white cloud seemed to rise. Higher and higher, closer and closer it came, until the people heard a noise like the flapping of many wings. Now they could see what it was! It was countless numbers of beautiful white sea-gulls with their large wings outstretched flying straight for the fields. Now the birds alighted. Would they eat all the grain the crickets left? No! "See! see!" cried the people, "they are eating the crickets!" Never had birds such appetites. They ate and ate, flew back to the lake, returned and ate more. The crops were saved, and a burst of thanksgiving and praise rose from the hearts of a faithful people!

Application: Who caused the gulls to come? Why did our Heavenly Father so bless them? Tell of the Sea Gull Monument in the Temple Block, a constant reminder to the people of this wonderful deliverance.

Impress the children with the thought that when they grow up and even, perhaps, while they are young, they may be given tasks to do that seem impossible; that if they put forth their best efforts, doing all in their power, then if they trust the Lord, He will assist them in their accomplishment. We should always thank Him for what He does for us.

Fourth Sunday, November 28, 1920

Lesson 20. John Taylor

Reference: "Life of John Taylor,"

Roberts.

Aim: True greatness consists of doing first the will of the Lord.

Memory Gem: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind" (Matt. 22:37).

Picture: Show the class a good picture of President Taylor.

Outline:

Premonition of his destiny.

Searches for and accepts the truth.

His premonition comes true.

Incidents concerning his call to the Apostleship.

Mission to England.

Serious illness and healing of his wife.

His experiences at the martyrdom.

Gives up home and property to follow pioneers.

Made President of the Church.

Separation from his loved ones and death.

Point of Contact: Whose will was Jesus always ready to do? Jesus spent His whole life and finally died doing His Father's will. The more people do for our Heavenly Father the more like Jesus they will be. Can we think of some good men in the Bible who were willing to do the will of the Heavenly Father even though wicked people were cruel to them? Abraham, Daniel and the three Hebrew children were some of them. Would you like to hear of another whom perhaps your grandparents knew, who wished above all else to do what the Lord required?

After the Saints came to Utah they not only built the beautiful city of Salt Lake with its wide streets lined with green trees and streams of water, but they made other settlements. Many thousands of people came to Utah, among them many who pushed hand carts all across the plains. The Saints built beautiful homes, churches, schoolhouses, stores, the Tabernacle, established farms and were very industrious. Later the telegraph came and the railroad was built.

Brigham Young died and another man was chosen to be the President of the true Church. This man had his special mission to do and was one of the choice spirits in heaven. His name was John Taylor and we want to learn how he served the Lord.

He was born across the ocean in England. He always loved to pray and learn of his Heavenly Father. When but a young man his parents came to America. While John Taylor was crossing the water terrible storms arose. He saw several ships sink and the officers expected their own ship to go down. But not Brother Taylor. The voice of the Spirit kept prompting him, "You must get to America and preach the Gospel." "So confident was I of my destiny that I went on deck at midnight, and amidst the raging elements felt as calm as though I was sitting in a parlor at home," he said. After arriving in America safely, he was a preacher but he had not yet learned of the true Church. His wife would ask him if he was not now preaching the Gospel in America. "This is not the work; it is something of more importance," he would answer.

He would often read the scriptures and he could see the difference in Christ's teachings and the teachings of the ministers. John Taylor believed that men should be called of God, that they should

receive the Holy Ghost, that the true Church should have apostles, teachers, deacons, etc.

When a "Mormon" missionary told him of the revelations Joseph Smith had received and of the Church organized under the direction of the Lord, he knew that it was true and was baptized. Then he started his ministry and "preached the Gospel in America."

Later, Brother Taylor received word that he was to be chosen an apostle and to come to Far West. He was about fourteen hundred miles away without any money but he put his trust in the Lord and made all preparations for the journey, even setting the date. The Lord did provide—he was invited by another brother in the Church to travel in his sleigh.

Shortly after being ordained an apostle he was sent on a mission to England. He left under the greatest difficulties. His family was sheltered in miserable log barracks in Montrose with only a solitary room amid sickness and poverty, threatened with mobs. His faith in the Lord and willingness to go forth at His command made it possible for him to bid them farewell. While traveling, he was taken very sick. Just as soon as he was able he was up holding meetings and on his way again, often being helped financially by friends inspired by the Holy Spirit.

After suffering a relapse, he finally reached New York where passage was engaged, although he had no money. But again the Lord provided. Before the vessel sailed, friends donated enough to pay his and another brother's way, but no more.

When President Taylor returned home, after a very successful mission, he found his dear wife so sick that she was nearly dead. He called in twenty elders who

anointed her with oil and blessed her. The prayer of faith healed the sick.

John Taylor was with the Prophet when he was martyred. He was struck by several bullets. His watch probably saved his life as a bullet struck it and prevented him from falling, wounded, from the window.

When the Saints left Nauvoo, Brother Taylor had quite a lot of property and a good, two-story home, but these he left to follow the pioneers across the plains.

He went on a number of other missions, in Europe and at home.

When Brigham Young died, John Taylor was chosen President of the Church and given the Gardo House, the most beautiful house then in Utah to live in. He and his large family, whom he loved very dearly, lived there for some time. Then persecution began and some men tried to prevent the Saints from living as the Lord wanted them to live and President Taylor had to leave his dear ones and hide from his enemies for several years. He was not afraid of his enemies, and would rather have stayed with his family, but he knew that as president of the Church he should protect his life and liberty for the Lord's work. Finally he grew sick and died still in his Heavenly Father's service. Surely there were many blessings waiting for him in heaven!! He loved the Lord with all his heart, soul and mind.

Application: Don't you think Brother Taylor loved the Lord as much as Daniel did? Do you love the Lord as much as Brother Taylor did? Do you love Him enough to do the little things He wants us to do? If we love Him enough to do the little things while we are boys and girls, when we grow to be men and women we likely will love Him enough to do the big things. What are some of the things we should do for Him now?

Kindergarten Department

Wm. A. Morton, Chairman; Charles J. Ross; assisted by Ina Johnson

Second Year

LESSONS FOR NOVEMBER

Aim for the month: Thanksgiving and gratitude should be shown in deeds as well as in words.

First Sunday, November 7, 1920

Teachers, please find a story bringing out the aim of the subject of the Uniform Fast Day lesson which is outlined

for November. Draw as much as you can from the children, then, after the story is given, make the application.

Second Sunday, November 14, 1920 ..

Lesson 68. A Home in the Mountains

Text: History of Utah. (Whitney) Vol. I. pp. 298, 306, 325, 328, 331.

Suggestions:

Before presenting this lesson let the

children tell of different ways in which they can show gratitude to their parents for what they have done for them, and then tell the story with the aim uppermost in your mind.

Let the children make their own application to this lesson. But stimulate them so that they will have the desire on reaching home, to tell their parents how grateful they are for what they have done and do the things which they feel will show their gratitude.

Third Sunday, November 21, 1920

Lesson 69. The Crickets and the Gulls

Text: History of Utah (Whitney), Vol. I. pp. 377, 379.

Suggestions:

Show picture of wheat field and let children tell what it is; who cares for it; how it grows and its use. Then tell the story.

Application: To care for birds what can we do for them? How can we protect them? What do they do for us?

Give special attention to the Gulls.

Fourth Sunday, November 28, 1920

Lesson 70. The First Thanksgiving in Utah

Text: History of Utah. (Whitney), Vol. I. p. 380.

Suggestions:

Teachers and children may tell of blessings for which they are thankful.

Application: Let us remember some poor persons, and give them a Thanksgiving Dinner. Each child may furnish one article.

THOUGHTS FOR TEACHERS

By Ina G. Johnson

A gentleman once stepped up to a young man and putting his hand on the

young man's shoulder said: "Young man you are not making a success of your business."

"I know it," replied the young man.

"You are qualified and well prepared, why don't you succeed?" asked the senior.

"Yes, that is true," said the junior; "but let me tell you one thing: no man can succeed in business, unless he loves his work."

St. Augustine once said: "There is nothing so laborious as not to labor. Blessed is he who devotes his life to great and noble ends, and who forms his well, considered plans, with deliberate wisdom."

The great ruling powers or laws governing the whole universe are those of Regularity and Order. Everything in the universe moves in a rhythmic movement, in regularity and on time. Therefore, one of the most important phases of the Kindergarten work is to lead the child to see and feel regularity and order. And stimulate him so that he will want to do his share on time and at the right time so as to keep perfect harmony in the universe. But how is a child going to learn this? By seeing his teacher in her place and at the right time, doing her work as it should be done.

Once a little child was moved from her place at the table and given another place.

The child had become accustomed to her place and felt very much out of place when moved, and began to cry. She wanted to be in the right place.

We find a message given us in Ecclesiastes 3:1. "To everything there is a season, and a time to every purpose under heaven."

Garfield once said that "mankind has been slow to believe that order reigns in the Universe."

Teachers, let us keep before us these thoughts: The world is a cosmos not a chaos. And that the joy of life is not living for ourselves, but in bringing happiness to others.

The Goodness of God

God is a kind Father. He sets us all in the places where He wishes us to be employed, and that employment is truly "our Father's business." He chooses work for all creatures which will be delightful to them, if they do it simply and humbly. He gives us always strength enough, and sense enough, for what He wants us to do: if we either tire ourselves or puzzle ourselves, it is our own fault. And we may always be sure, whatever we are doing, that we can not be pleasing Him if we are not happy ourselves.—John Ruskin.



Children's Section

"Nubbin"

By Newel K. Young.

II.

Nubbin had a hard time of it. For several days the wee thing lingered between death and life. But Jedediah's tender care and nursing, aided by the pup's inherent vitality, gave the victory to life.

The lad seemed possessed with an abiding affection for his pet, and an instinctive gift for caring for it and training it. He shared his too meagre portion of milk with it during its days of sickness and babyhood, though his mother protested in fear and tears. Whenever possible she bought a double portion of milk, but that was not often during the cold weeks of February, for she must buy some coal to keep out what she could gather along the railroad tracks.

The boy would hover over the little creature during its days of sickness and coax and croon to it calling it by name in affectionate words as a fond fearful mother frets over her sick babe; later his joy in its growth was unbounded.

As Nubbin grew stronger the lad was more contented and cheerful; he became a new boy, glad and happy. With the coming of spring days his blanched cheeks showed signs of color. He continued small for his years, and looked rather delicate; still he was well and sound in body, and fun-loving and daring in spirit.

The dog became a big, strong, friendly fellow, peaceful but brave as a lion. He was always clean and

glossy, black as a raven's wing except that his throat and breast and the tip of his tail were as white as snow.

These two, Jedediah and Nubbin, who loved each other very devotedly, were always together. The dog, because of his clever performances at his master's bidding, was a source of amusement among the boys of the village. He also did many useful and brave deeds. But Nubbin first became a village hero when he threw the bully of the school, Billy Squires, on his back and pinned him there, until the braggart begged piteously for mercy, and Nubbin's young master bade the dog let the ruffian up. The dog walked aside and lay down as if nothing had happened.

Billy had attacked Jedediah when the little white-faced lad had exposed the bully in a cowardly lie before the whole school at recess. The dog was then two years old, and was the guardian of the boy during the awful adventure of his first year at school.

It was during the spring floods of this same year that Nubbin dashed into the raging river after Lawyer Brown's little Mabel. Many predicted that neither dog nor child would ever come to shore. But undaunted the dog's young master ran along the bank and cheered and directed his heroic comrade until Nubbin gave Mabel, safe and sound, into her father's hands on the shore.

The widow and her boy refused any reward; but the lawyer gave a dog collar, and harness and wagon to the boy. Henceforth Nubbin was both horse and comrade for his master.

Thus equipped these two were giving kindly service every day to some one. And they took more and more of the burdens from Widow Johnson's shoulders.

But these humble tasks made the dog no less a warrior. It was he who punished the Gypsy's big dog Wolf, that had been a public nuisance for weeks, when he attacked Grandma Bright to take away the meat she was carrying home. Wolf put up a hard fight, but Nubbin killed the cur for his folly.

It was Nubbin who caught the burglar that robbed Spencer's jewelry shop, and held him fast while Jedediah called the police. It was he again who threw old Man Hoop's Jersey bull into the canal just in time to save poor old crippled Tom.

And so it continued until the time of the fire. Captain and Mrs. Sperry had gone to a big political rally. The Johnson boy and his dog first discovered the fire in the Captain's home. The boy gave the alarm, and the firemen came too late to save the house.

No one could be found inside the building by the firemen. Still Jedediah protested that the Captain's baby boy less than two years old, was in the house. The firemen doubted the boy; but the bravest among them made another search until he was driven back by the smoke and heat. The boy was determined, for he had seen Katie Sperry leave without the baby.

Jedediah took the dog to the door nearest the stairway leading to the children's room; and talking to Nubbin as he would talk to a man about the task, the boy sent him in for the child. "Get the baby, Nubbin! Don't come back without the baby! Understand, Old Boy? Get the baby! Good-bye, Nubbin!" called the boy in a strained, tense voice.

Just when everyone had given up hope, the dog appeared with the child

at an open second story window that was all ablaze. The crowd burst into one wild cheer and then were silent as the dead. As the fireman showered the dog and child with a stream of water, Jedediah called out clear and triumphant, "Wait a minute, Nubbin." Then when the men were ready to catch them he ordered, "Jump, Nubbin, Jump." The dog leaped far out and dropped the child into the blanket held for them. He passed over it and lit on his feet on the ground amid the cheering crowd. Jedediah led the dog farther from the fire and hugging him about the neck wept and laughed and talked over him. The dog was scorched from tip to tip.

As the burned child was being carried to the Doctor's car to be rushed to the hospital Nubbin walked up to look at him. The men made way for the dog and as the hero looked at the child the Doctor said, "You saved him, all right, old chap, God bless you." Nubbin licked the child's hand and walked away toward home. There he lay brave and patient while his master cared for his burns.

The child lived, but one side of his neck and face were badly disfigured for life. And though Nubbin lost an eye he retained all his rugged strength and daring.

Nubbin met his last great adventure away from the crowd without an eye to see or a voice to cheer. Jedediah was on the town pond skating, when a terrible wind blowing the snow in darkening clouds, drove the skaters home. He and Nubbin cut across a field and along the railroad tracks to save time. As they were hurrying over the cattle guards at a street crossing a half mile from home the boy's heel caught in the guards and threw him headlong. The lad pulled and kicked and called with all his might, but in vain.

The old dog, comrade and constant companion for five years, appreciating fully the danger of his friend,

pulled and tugged at his master, bit at the guards, and howled for help with all his strength. The boy was stretched over the rail with his hands digging in the grade in his struggles to free himself.

Hearing an approaching train the boy screamed and fought in mad fury as the train thundered toward them. And Nubbin, too, was desperate in his determination to save his master. Finally he raced up the track in a furious effort to give the alarm to stop the oncoming train. Returning at lightning speed, he seized the upper corner of the shoe fastened in the guards, as the train was sweeping upon them; and in his terrible desperation tore the side of the shoe away. The boy tumbled over the grade as the train rushed by.

Returning, Jedediah found his dog, where he had been thrown by the train against a post, dead. Putting his arms around the dog he sobbed, "Nubbin, old boy, speak to me! Look up, look at me Nubbin! Nubbin! Dead? Are you dead, Nubbin? Speak, old boy! You died to save me, dear old dog!"

Not being able to carry the body of his big brave friend the boy dragged it toward home as best he could through the raging blizzard. "Nubbin, I have never gone home without you, and I won't go now without you," he cried.

The wind blew them thus, the dead dog in the boy's embrace, into a ditch against the fence, and was burying them there in the snow.

The widow had become alarmed and started for her boy, when she met Captain Sperry who insisted on going with her. Above the roar of the tempest the mother heard the boy sobbing for his dead. Thus they found them the boy unhurt but broken-hearted; and the dog lying in his master's arms dead with half of the upper part of the boy's shoe in his mouth.

In the town hall is a large slab bearing this inscription: "Nubbin: As true a dog and as brave a comrade as

ever served man. Died January 10, 19— to save his owner, our beloved fellow townsman, Master Jedediah Johnson.

"I scan the whole broad earth around,
For that one heart which leal and true,
Bears friendship without end or bond
And find the prize in you."

Pussy Goes a Fishing

By Edward T. Martin

The glass globe containing half a dozen goldfish sat on the library table, and beside it little Grace was kneeling, watching the shining fish as they sported around; while old Tom, the cat, sitting in a chair back of the table, was also watching them—but with far different motives. The little girl loved pretty things, and she was admiring these fish which papa had just brought home; while the cat—well, he might have played with them for a little time, but, in the end, eaten every last one.

Grace was not very old, but she knew this and was sorry she had let Tom into the library, where he did not belong, so she shook her finger at him and said, "No, no, Pussy, you must not touch those fish. They are mine and I would cry if anything happened to them."

Whether Tom understood what the little girl meant, I am sure I don't know; I rather think not, but, curling up in the chair, he went asleep—or made believe he did—then Grace, taking one last look at the fish, ran upstairs and told her mother, "Mama, I think that bad cat would like to catch my pretty fish!"

"Why so, dear?" mother asked.

Grace replied, "Cause he—he looked at them in a real naughty way."

Just then there came a crash from the library, and Grace, followed by



"Grace was kneeling, watching the shining fish."

mamma, ran downstairs to see what had happened.

They reached the library just as Tom, with a fish in his mouth, jumped out of the window and hid in the garden shrubbery, while the glass globe lay all broken on the floor where the water, still dripping from the table, had gathered in little puddles and several of the fish were flopping around, gasping for breath.

Grace—tears in her eyes—cried, "Oh, that bad cat! He's spoiled my pretty fish! I'll—I'll shut him up in a dark closet, if I can ever catch him—truly, I will!"

But mama told her little girl, while she was picking up the fish and putting them in a bowl of water, "The cat didn't know any better. It is the nature of cats to eat fish; God made them that way. The one really to blame is the person who put temptation in his way by letting him into the library."

Grace hung her head, then after a moment told mama, "Spect that's me—I let him in 'cause I wanted him to see my nice fish. If Tom is going to be shut up in the closet, you must shut me up too, 'cause I'se as much to blame as he is."

That night Grace was taken sick. She was a nervous little girl at the best, and the excitement had been too much for her. She lay in bed for a long time with nothing to do but look at the wall and think. The doctor would not even let her have her toys or picture books.

One day when she was feeling better, she asked, "Please, mama, can't pussy-cat come up and visit me? I'm lonesome, besides, I wish to tell him that I've forgiven him for eating my goldfish."

The cat came, and had a nice visit, even if Grace did tell him how naughty he had been, for he didn't know whether she was praising him or scolding him.

Grace lay in bed a month longer, then the doctor said she might be taken out into the yard. The flowers were all in bloom, birds were singing, and everything was nice; but one thing caught her eye—something she had never seen before. It was a fountain near a tree laden with golden oranges. It had a round basin of stones cemented together—and what do you think was in it? Why, it was filled with water, and swimming around

were all the goldfish that had been saved when the glass globe was broken; and not only them, but a whole family of little bits of baby goldfish besides. A piece of wire netting was stretched over the top of the basin, so neither birds nor cats got at the fish to harm them.

This made the little girl so happy that she got well and strong very quickly. She and the cat spent many happy hours under the orange tree watching the fish, and I really believe that Tom learned that he must let them alone, even if there had been no wire to protect them.

HOME-MADE FABLES

BY EDWIN F. PARRY

The Widow and Her Son



OTHER, who is that man who just passed by, holding his head aloft and carrying such a proud look? He seems to have an overly-high estimate of himself."

"That, my son, is a sculptor of some note. By study and patience and training added to his natural genius, he has become skilful in his art, and he has shaped some fine statuary that has made him somewhat famous.

"But what are statues and monuments good for, anyway, mother?"

"They are fine ornaments for parks and other public places; and they serve to remind us of noble lives and noble deeds, much the same as beautiful pictures do; and through being thus reminded we may be led to make our lives noble."

"That is all good, mother, yet I do not understand why a man should become conceited and vain because he is a skilful artist, do you?"

"When men show skill in their work as artists, their friends give praise to encourage them to continue their efforts, and sometimes this praise makes them proud and puffed up, and they forget to be humble. The greatest artists, however, like the greatest men in other walks of life, are modest and unassuming."

"Are you not an artist, mother? You spent your early life in preparing for motherhood, and later you have assisted in moulding the characters of living men and women. Just look at your sons David and John, and your daughters Mary and Elizabeth. They are among the finest of our citizens. Why don't people praise you and laud you as famous?"

"True, I might regard myself as an artist in my line, and I have devoted my life to my beloved profession as a mother. As to the public tendering me praise, it is not necessary. The sculptors' and the painters' products are lifeless, and in time will crumble and decay, so people have to pay them honor; but my children and my children's children will love and honor me forever. I ask for no greater praise."



THE CHILDREN'S BUDGET BOX

The Budget Box is written entirely by children under seventeen years of age. To encourage them, the "Juvenile Instructor" offers book prizes for the following:

Best original verses of not to exceed twenty lines.

Best original story of not to exceed three hundred words.

Best amateur photograph, any size.

Best original drawing, black and white.

Every contribution must bear the name, age and address of the sender, and must be endorsed by teacher, parent or guardian as original.

Verses or stories should be written on one side of the paper only. Drawings must be in black and white and on plain white paper, and must not be folded.

Address: The Children's Budget Box, "Juvenile Instructor," 47 East South Temple Street, Salt Lake City, Utah.

How Grandfather was Converted

I am glad I am a member of the Church of Jesus Christ of Latter-day Saints. I am going to tell you how my Grandfather became a member of the Church. He lived in England, and one day he was walking along the street and saw a notice that said the "Mormon" Elders were going to speak at a certain place that night. He belonged to the Seventh-day Adventists' church. He decided to go to the meeting. He was very much interested in what they said and knew that they spoke the truth. So he was baptized and soon brought his family to America.

Louise Solomon,
Mesa, Ariz.

Age 11.



By Ida Howell

Age 14. Malad, Ida., R.F.D. No. 2.



By Verla Taggart

Age 12.

Lewiston, Utah.

The Poppy's First Summer

Once a little seed fell on a hill. Can you guess what kind of a seed it was? I am very glad to tell you, it was a poppy.

In the spring the seed shot up its little leaves above the ground, and it looked very much like a carrot. When it grew older a stem grew up and on that stem was a dainty little bud. Soon the bud burst open and a pretty little flower opened its eyes to the sun. It was yellow and shaped like a cup.

I will now begin my story. When

the little poppy first opened her eyes, she saw all her cousins and uncles and aunts around her.

The little poppy thought, "How nice it would be to help some one! What did I come to the world for, if not to make some one happy?"

Just then she saw her friends being picked, she saw them in a chubby little hand. The poppy danced for joy. "Will I be picked, too?" she thought. Just then the little girl stooped down and plucked her from her tiny stem and said, "You shall go into a vase with the rest of your friends, and help make my mamma well."

The little poppy cried big dewdrop tears, she was so happy.

The dear little girl ran all the way home. She put the flowers in a vase and each morning she gave them fresh water to drink.

The sick mother liked to see the brave little poppies close their eyes at night and open them again in the morning. Soon she was well again.

You never saw such a happy poppy in all your life. She fairly danced for joy, for she knew she had helped to make a sick woman well.

Let us all try to be like the little poppy and live to make someone else happy.

Age 9.

Nora Jones,
R. 1 Box 37,
Duncan, Arizona.



Photo by Louis A. Thorne
Age 12, Idaho Falls, Ida.,
R. F. D. Box 82.



Photo by Theo. Harris,
Perry, Idaho.



Darwn by LaVerne Heaton,
Age 9. Moccasin, Ariz.



Robert Sweeten, Pioneer of 1847, Now Residing at Holbrook, Idaho.
Photo by Gladys Cragun (age 12) 1142, E. Broadway, Salt Lake City.

His First School Days

He's such a little fellow.

But he minds the teacher's rule,
And takes his books and toddles
On his little feet to school.

His mother stands and watches him
Many children are passing by,
She hides her face with her apron
A teardrop in her eye.

It's the first time that she ever
Missed his happy song;
It isn't far to the schoolhouse,
And yet the road looks long.

He's gone into the world now
And what's the prize to win,
If that sweet little toddler
Don't come home again?

He's such a little fellow,
He's learning fast today,
But still his mother misses him,
'Cause that's his mother's way.

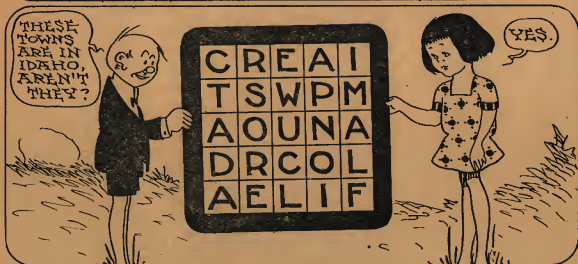
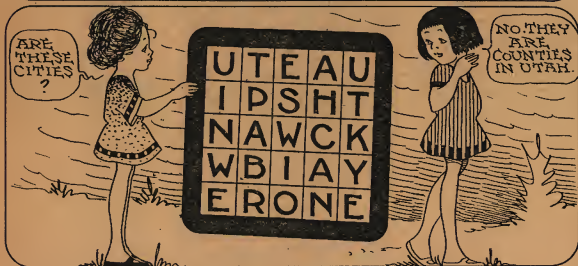
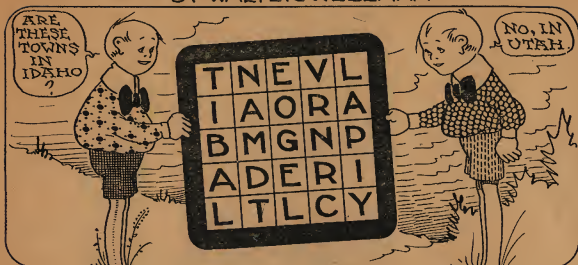
Age 12. Tessie Watts,
Blackfoot, Ida.



By Ralph Wanlass,
Age 11. 936 West 9th. So. S. L. C.

MIXED PUZZLE

BY WALTER WELLMAN





Prizes of books will be given to the first ten of those under seventeen who correctly solve the above puzzle, and send us the best original drawing, or photograph, or the best article of not to exceed two hundred words, or poem of not to exceed twenty lines on any

subject. Answers must be in by October 1, 1920, and all contributions are subject to the rules provided in "The Children's Budget Box." Address Puzzle Editor, *Juvenile Instructor*, Room 202, L. D. S. Church Office Building, Salt Lake City, Utah.


Prindy and the Wishes


IX









COME, my dear," said Mrs. Furrypaw briskly, "get up and go out with the children." "So now I am a Bear!" thought , and she and the little Furrypaws all tumbled out of the  together. There

were three little , Fuzzy, Fanny and Fatty.



Fatty was the youngest and he was as fat and round as a little .



"You are to get your own dinners," said  "I am house-cleaning today and have no time to cook."


"But where shall we get anything to eat?" asked Prindy. "I know!" cried Fuzzy. "In the woods there is a bee-, full of !"














So away they went to the -tree, and Fuzzy put his  in the  and pulled out the honey, and down they sat and ate it while the  buzzed about.

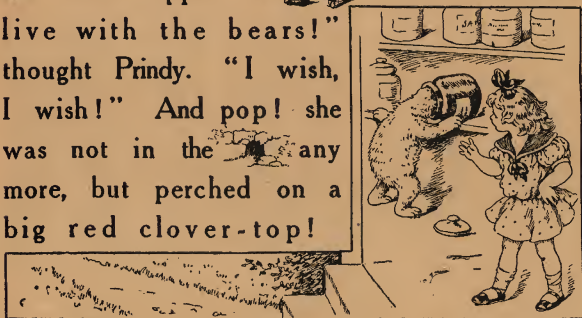
"And now where shall we get a drink?" asked

Prindy. "I know!" cried Fanny. "In the woods is a deep  with a big tin !"

So away they went to the deep  and drank out of the .

Then Fanny and Fuzzy lay down to sleep, but  whispered to Prindy, "I know

something better yet. Come with me!" So away they went till they came to a  with a shed behind it full of  and on the shelves, , and in the , jam! "Watch me!" cried Fatty, and he put his paws up on the  and knocked the cover off a  and stuck his head in and ate and ate. "Somebody's coming!" cried Prindy, and Fatty jumped down, but alas, his  stuck fast in the ! "Help, help!" he shrieked, and just as the farmer's wife came in he dashed his head against the , and crash! went the  in a thousand pieces and away flew Fatty and Prindy home! O, how sticky and sore his little head was!  washed it with her rough tongue, and put him to bed while Fuzzy and Fanny had their supper of . "It is fun to live with the bears!" thought Prindy. "I wish, I wish!" And pop! she was not in the  any more, but perched on a big red clover-top!





THE FUNNY BONE

Must be Agile

Jubb: A scientist declares that meat eaters are more active than vegetarians.

Bjones: They've got to be to get the meat to eat.

Cowardly

Pat: Oi've traced me ancestry back to an Oirish king.

Mike: Sure that's aizy. What chanst has a dead man to defend himself?—Detroit Free Press.

Wretched Incapacity

"What's the matter with your old man, Liz?"

"Why, he's kinda downhearted. He fired into a bunch of revenue officers today and didn't git but four of 'em!"—Cartoons Magazine.

Impossible

"A decen: husband should give his wife all the money she wants," argued Mrs. Gabb.

"What are you talking about?" demanded Mr. Gabb. "There isn't that much money."—Cincinnati Enquirer.

Didn't Forget Them

"Have you said your prayers?" asked Willie's mother.

"Of course!"

"And did you ask to be made a better little boy?"

"Yes, and I put in a word for you and father, too."

Historically Correct

Panhandle Pete—"What were the knights of the bath?"

Side Door Sam—"If my memory serves me right, 'twas Saturday. was it not?"

A Willing Martyr

She: "Yes, she is a woman who has suffered a great deal because of her belief."

He: "Indeed! And what is her belief?"

She: "That she can wear a No. 3 shoe on a No. 4 foot."

Oriental Courtesy

Two Japs at the opening baseball game stood uncovered during the playing of "How Dry I Am," thinking it was the American national anthem.—Portland Oregonian.

One Should be Courteous

Binks: Did I tell you of the horrible fright I got on my wedding day?

Winks: 'S-sh! No gentleman should speak that way of his wife.—London Bightly.

'Nuff Said

Jones: Why do you call your place a bungalow?

Brown: Well, if it isn't a bungalow, what is it? The job was a bungle and I still owe for it.

Heart-Rending

"Tell me, Mr. Wombat, of your early struggles."

"Well, my mother says they were terrible when she wanted to scrub my ears."—Kansas City Journal.

Misunderstood

"Now, Ada, I want you to show us what you can do tonight. We have a few very special friends coming for a musical evening."

Cook—Well, mum, I haven't done any singin' to speak of for years, but as you insists upon it you can put me down for "The 'Olv City."—London Passing Show.

Easy Repairs

Possibly the apex of sarcasm was reached the other day when Jones took his car to a repair shop and asked the man what was the best thing to do with it. The repair man looked the car over in silence for several minutes, after which he grasped the horn and tooted it. "You've a good horn there," he remarked quietly. "Suppose you jack it up and run a new car under it?"—London Opinion.



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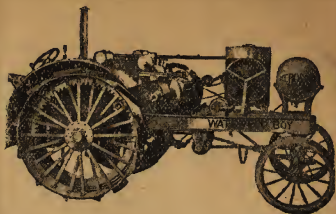
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